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ABSTRACT

Rockland Community College's Special Services Project (SSP) provides supplemental instructional and counseling services for educationally and economically disadvantaged students in the College Skills Program, remedial/developmental program, and the English as a Second Language (ESL) program. This report focuses on the first year (1980-81) of the second cycle of the project (1980-84), providing information on clientele characteristics, program sites, needs assessment, curriculum development, counseling, staff development, student outcomes, and program evaluation. The bulk of the report consists of appendices, including: (1) a typology of SSP students; (2) a revised contract for educational services; (3) a list of curriculum projects undertaken during the year; (4) a revised taxonomy of new materials for teaching and counseling; (5) a sample communication skills contract; (6) a basic mathematics pre-test/post-test; and (7) materials concerning the College Skills Festival. (EJV)

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SPECIAL SERVICES PROJECT

Rockland Community College

1980-1981

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Special Services Project

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PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College provides supplemental instructional and counseling services for 350 students in the College Skills Program, remedial/developmental program, and the English As A Second Language Program who enter the college with the most severe educational and economic needs. The first cycle of the Special Services Project operated from 1977 - 1980 and a second cycle (1980 - 1984) began in August, 1980. This report focuses on the first year of the second cycle of the project - 1980-1981. Throughout this report reference will be made where appropriate to information contained in the report,"Special Services Project, Rockland Community College, 1977 - 1980",which is a comprehensive longitudinal study of student performance during the first cycle of the project.

The specific objectives of the Special Services Project are as follows:

1. Participants will show significant improvement in reading (vocabulary and comprehension).

2. Participants will show significant improvement in writing.

3. Participants will show significant improvement in mathematics.

4. Participants will show significant improvement in the development of listening skills.

5. Participants will show significant improvement in the development of study skills and attitudes.

6. Participants will begin to build an awareness of careers and the competencies and training sequences demanded for these careers.

The additional instructional and counseling services for students with limited English speaking ability were designed to meet two specific objectives.

7. Participants will develop the skills and attitudes necessary to function within an academic environment in the U. S. A.

8. Participants will maintain their native language skills while developing proficiency in the English language.

A description of the processes utilized in meeting these objectives is contained in Chapters I - III of this report. Chapter IV focuses on the staff development activities conducted to help meet the objectives. And Chapter V contains summative evaluation in reading and mathematics which is specifically related to the accomplishment of instructional objectives for project participants enrolled in the College Skills Program.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading achievement or English Language proficiency. Those who took part in the College Skills Program (CSP) sections, designed for students with deprived educational backgrounds, had scores less than or equal to a 9.9 grade equivalent on the Nelson-Denny Reading Test (Form A). Those in the English As A Second Language Program (ESLP) sections had scores indicating less than 90% mastery on the English Language Institute Test. All participants were U. S. citizens, permanent residents, or on special immigration status (e.g. refugee).

The total number of students in the Special Services Project was 381. The students included 227 (59%) with limited English language ability who were in the English As A Second Language Program and 154 (41%) with deprived educational backgrounds who were in the College Skills Program. There were 145 (38%) males and 236 (62%) females. The group included two American Indian/Alaska Native (.5%), 21 Asian/Pacific Islanders (5.5%), 154 Blacks (40%), 109 Hispanics (29%) and 95 white other than Hispanic (25%). The ages of the total group ranged from 16 to 71 (mean = 26). The English As A Second Language group's mean age was 31 and the College Skills group's mean age was 20.

In summary, the students were an ethnically diverse group who clearly had educational skill deficits and financial need. Among this diverse group of students some characteristics tended to cluster to produce a kind of typology of students. These "types" are represented in a series of case studies designed to portray the student group. (See Appendix A).

II. PROGRAM SITES

The Special Services Project served students enrolled in the College Skills Program and English As A Second Language Program located at the Main Campus in Suffern, N.Y. and at the college's Local Learning Centers in Haverstraw and Spring Valley. Both the College Skills Program and the English As A Second Language Program held classes at the Local Learning Center in Spring Valley located in a former elementary school at 96 North Main Street. The English As A Second Language Program held classes at the Local Learning Center in Haverstraw. Evening classes were conducted at the Middle School and day classes were held in the Downtown Center (HUMM Building).

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The Needs assessment system provided for identification of project participants and for collection of information to be used in further curriculum development and program changes in order to meet the needs of the project participants. Initial needs assessment allowed for placement into the College Skills Program modules and the English As A Second Language Program courses. A two-day process was designed for all College Skills Program students. On the first day students took the Nelson-Denny Reading Test Form A, the Rockland Community College English Placement Examination and the Rockland Community College Mathematics Placement Examination. On the second day each student returned for an individual conference with a College Skills instructor who presented the test results to the student and explained why the student had been placed in a particular Communication Skills and/or Mathematics Skills module. Some students were also given the Gates-MacGinitie Reading Test or the Rockland Community College Mathematics Test for additional placement information. The student then met with a master counselor/assessment specialist and/or counselor/tutor who discussed vocational objectives and options, the estimated number of semesters a student was likely to be in the College Skills Program and assisted the student in selecting courses and completing the registration process.

All students who enrolled in the English As A Second Language Program were given the English Language Institute Examination (in-house objective test) and writing sample. Program faculty placed students in the English As A Second Language Program courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for the College Skills Program was scheduled during the summer months as well as during college registration periods. Needs

assessment for the English As A Second Language Program was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from the College Skills Program and the English As A Second Language Program with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of test scores on the Nelson-Denny Reading Test Form A or the English Language Institute Test. During the first year of the project (1980-81) 231 students were assessed in the College Skills Program and 539 were assessed in the English As A Second Language Program. A total of 154 was chosen as Special Services Project participants from the College Skills Program and 227 were selected from the English As A Second Language Program.

Initial needs assessment was designed to identify the project participants and to assure proper placement in the College Skills Program and the English As A Second Language Program courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. Students in the College Skills Program were assigned to Life Skills Seminar sessions conducted by master counselor/assessment specialists and students in the English As A Second Language Program sessions enrolled in Life Skills sessions conducted in English or met for individual appointments with bilingual master counselor/assessment specialists and counselor/tutors to examine their special needs in more detail. Together the master counselor/assessment specialists and project participants from the College Skills Program drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor/assessment specialist, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was

responsible for the college's part of the contract agreement. Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed upon goals the contract was revised so that the students and the master counselor/ assessment specialist would always be in agreement about the nature and achievement of the goals. (See Appendix B).

Participants from the English As A Second Language Program with a severely limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other simplified data forms for discussing the responsibilities of college students and the services and opportunities provided by the college.

B. DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM FOR SKILL ACQUISITION

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills Program and the English As A Second Language Program would be necessary if we were to successfully prepare students to enter the college mainstream. Therefore, a series of curriculum projects were completed which were designed to provide more effective instructional services. (See Appendix C). Building on the curriculum development and evaluation of the curriculum which had occurred in the College Skills Program during the first cycle of the Special Services Project (1977-1980), curriculum projects were developed to design a more integrated College Skills Program curriculum. The Communication Skills course was redesigned based on holistic and mastery learning. Portions of the curriculum which had previously been designed for specific communication modules in listening and logic and reasoning (See Special Services Project Report - 1977-1980, p. 25) were integrated with the basic objectives in reading, writing and study skills in the Communication Skills course. The Communication Skills Reinforcement Module was expanded so that every Communication Skills student enrolled concurrently in a Communication Skills Reinforcement Module as well. The Communication Skills Reinforcement Module enabled each student to work individually on those areas in which he/she was most deficient. Special Services Project faculty identified traditional and multi-media materials which could be used in the Communication Skills Reinforcement Module. The new materials, along with others available in the College Skills Laboratory, were also listed in a revised Taxonomy. (See Appendix D). A revised Communication Skills contract form was also devised. (See Appendix E). This contract which is established between the instructor and student indicates through ongoing diagnosis, prescription and evaluation the comprehensive skill areas in which the student needs to work on an individual basis, the materials which will be utilized and the means by which mastery of the skills will be evaluated.

Another major change within the College Skills Program which had impact

on the Special Services Project participants was the decision to use a mediated mastery instructional system in the College Learning Center for the delivery of Mathematics Skills. (AVT System in Basic Mathematics - Media Systems). Mathematics Skills had been redesigned during the first cycle of the Special Services Project following a mastery learning approach. (See "Special Services Project Report - 1977-1980," p. 20). The new mediated mastery instructional system adopted was compatable with the curriculum objectives and mastery approach within Mathematics Skills. Although no specific hours for Mathematics Skills were included in the students' schedules, they were offered a maximum of six hours of mediated instruction in the College Learning Center per week. Master instructors and paraprofessional teaching assistants were available to assist students as well. All students received a basic group orientation to the system. The master instructor then diagnosed each student's needs in Mathematics Skills utilizing the Media Systems Arithmetic Pre-Test and placed the student in an appropriate beginning module in the system. Satisfactory completion of the course required 100% mastery of each skill within the module. (See Appendix F).

Other projects designed to integrate and reinforce the instructional and counselling components in the College Skills Program were begun as well. (See Appendix C). A revised course syllabus was designed for both "Understanding Human Behavior" and "Coping Skills" and preliminary revisions were made in the syllabus for Discovering the Community College. A Handbook was also published to be used in conjunction with the course, "Discovering the Community College." (See Appendix G).

Transitional courses for students in the College Skills Program were modified during the project year. The sociology course, "Contemporary America", was further refined and designed to be offered in conjunction with the psychology course, "Study Strategies". In the "Study Strategies" course students were introduced to effective techniques for notetaking and preparing for examinations and then practised these techniques under the direction of a teaching assistant using lecture

notes and textbook materials from the sociology class.

Realizing the importance of helping students to learn how to use library resources effectively, funding was provided through the Special Services Project in 1979-80 to begin to develop a slide-tape orientation to the Rockland Community College Library Media Center to be used in conjunction with the course, "Introduction to College Library Skills". The multi-media presentation could be used in classes on main campus, but especially in classes at the Local Learning Centers. The project was refined in 1980-81 and field tested with Special Services Project students and faculty. In addition, a second project was developed focusing more extensively on library-media center services available.

The Special Services Project staff associated with the English As A Second Language Program participated in developmental activities especially designed for Special Services Project clientele in the English As A Second Language Program. (See Appendix C). The Special Services Project indicated the need for participants to maintain their native language skills and appreciation of their native culture while developing proficiency in the English language. In order to accomplish this objective two courses were designed to maintain the native language skills and culture of Haitian and Hispanic students. The course for Haitian students provided an overview of significant historical events in Haitian history and important concepts through literature and art. The course for Hispanic students dealt with a broad survey of the historical,anthropological and sociological issues of Hispanic American society ranging from pre-Colombian times to the contemporary era.

Cultural activities were also held during the year to help students broaden their instructional experiences and to help them gain first hand knowledge regarding institutions about which they were reading and studying. Trips were made to the Indian Point Energy Education Center/Nuclear Power Plant at Buchanan, New York, the Criminal Court in Haverstraw, New York and the Museum of the American Indian, the Hispanic Society, and productions at the Spanish Repertory Theater, the "Fantas-

tics" and the "New York Experience" in New York City. Project staff accompanied the students on these trips and related various reading and writing tasks to the fieldtrips.

A unique feature of the Special Services Project was the Spring Festival. Students and staff organized a day of activities designed to allow students to demonstrate their special talents to other project participants and to the Rockland Community College students, faculty and staff. The Spring Festival included a Gospel choral group, a clarinet solo, a fashion show, disco dancing, photographic and craft displays and an array of ethnic foods. A cookbook listing recipes for the special foods at the Festival was prepared by the students and staff and distributed at the Festival. (See Appendix H).

C. DEVELOPMENT AND IMPLEMENTATION OF COUNSELING

Special Services Project participants in the College Skills Program enrolled in the seminars, "Improving Coping Skills", "Occupational Awareness", and "Job Search" which had been designed during the first cycle of the Special Services Project (See "Special Services Project Report - 1977-1980," pp. 21-23). These group sessions were co-led by Special Services Project master counselor/assessment specialists and counselor/tutors. Each Special Services Project participant also met individually with a master counselor/assessment specialist or counselor/tutor for academic advisement and some students were referred to the counseling staff or sought additional appointments with a counselor to deal with personal or academic problems. (See Appendix I). A Career Day was also scheduled. Students in the "Occupational Awareness" seminars especially took advantage of the opportunity to interview resource persons from Rockland County representing ten different occupations who could provide first hand knowledge of the job market. (See Appendix J).

Because of the increasing number of project participants with non English dominant backgrounds (154 in 1977 compared with 227 in 1980), the Special Services Project provided for a bilingual master counselor/assessment specialist to serve the Special Services Project clientele enrolled in the English As A Second Language Program on Main Campus and in the Local Learning Centers in Spring Valley and Haverstraw. A new system was begun to expand the counseling and assessment services for the project clientele. Realizing that students in the English As A Second Language Program entered with various proficiency levels in English, the bilingual master counselor/assessment specialist developed two different counseling/assessment options designed for clientele with limited English proficiency. Special Services Project participants in the English As A Second Language Program with sufficient proficiency in English enrolled in the course, "Coping Skills for International Students" which

also had been designed during the first cycle of the Special Services Project. (See Special Services Project Report - 1977-1980, pp.21-23). The course provided a supportive setting in which non English dominant students could carefully examine their attitudes which inhibit learning and learn new, more appropriate patterns of behavior. Although the primary focus was on the academic environment, discussions also covered social, family and job situations. Participants explored their individual coping styles and were encouraged to develop strategies which would maximize success. Although the course was delivered in English primarily, supplementary materials were also provided in French for students of Haitian background who were enrolled at the Rockland Community College Learning Center in Spring Valley. Individual bilingual counseling and advisement was also conducted as needed. Project students with severely limited proficiency in English and scheduled for the English As A Second Language Program at the Rockland Community College Learning Center in Haverstraw enrolled in the course, "Psychology and Life Skills," which was taught in Spanish by the Special Services Project bilingual master counselor/assessment specialist. Additional referral counseling was provided in Spanish as well.

IV. STAFF DEVELOPMENT

Development activities were conducted to help the project staff develop special instructional and counseling strategies and curricula to meet the project objectives. A pre-service staff orientation workshop was conducted by the Project Director and Associate Director in August, 1980, and regularly scheduled staff meetings were held throughout the year. In addition, the counselor/tutors received training in weekly training sessions led by the Associate Director and the entire Special Services Project staff participated in a two-day workshop in January, 1981, conducted by the Project Director and project consultant. Resource materials for curriculum development in the English As A Second Language Program and the College Skills Program were also provided for the staff.

Project staff attended state and regional meetings of the Association for Equality and Excellence in Education and other professional conferences including the American Association for Higher Education, the New York College Learning Skills Assn., the New York State Psychological Assn., Teaching Sociology and the Orton Society. Two members of the project staff also participated in the Training Institute for Special Programs (TRIO) co-sponsored by Marquette University and the Department of Education.

Project staff for 1980-81 included the following persons:

Director	Margaret Martin
Associate Director	Joseph Moore (August-October '80)
	Joanne Hess (October '80-June '81)
	Bonnie Chwast (July '81)
Master Counselor	Joanne Hess (August - October '80)
Celia O'Brien (part-time)	Robert DeStefano (October '80 -
Patricia Friscino (part-time)	July '81)
Cindy Zeldin (part-time)	Bonnie Chwast (February '81 -June '81)
Research Coordinator	Hope Hartman-Haas (August '80-Jan.'81)
Research Assistant	Mary Freeman (February '81-July '81)
Instructor	David Nadvorney
	Delores Lewin (through May '81)
	Barbara Hovseplan

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Counselor/Tutors	Lisa Bottalico Carol Carey Mary Freeman (Through January '81) Cecile Kehr Josephine McNulty Serge Oge Frances Partian Linda Rosenfeld
Assistant to Project Director	Patricia Diamond

V. SUMMATIVE EVALUATION

Students' performance in reading and mathematics during the 1980-81 academic year will be described.

Reading-Special Services Project

Students were tested at the beginning and the end of each semester using the Nelson-Denny Reading Test. The 90 students in the fall semester for whom complete data were available achieved the following pre and posttest scores:

	Pretest	Posttest	t	p
Vocabulary	14.33 (S D 5.18)	18.06 (S D 7.46)	5.62	.001
Comprehension	21.91 (S D 5.31)	26.67 (S D 7.78)	5.89	.001
Total Reading	36.40 (S D 7.66)	44.62 (S D 13.04)	1.17	.001

The 53 students in the spring semester for whom complete data were available achieved the following pre and posttest scores:

	Pretest	Posttest	t	p
Vocabulary	15.28 (S D 5.99)	17.43 (S D 6.15)	2.01	n.s.
Comprehension	22.00 (S D 5.99)	23.50 (S D 7.84)	1.60	n.s.
Total Reading	37.09 (S D 9.72)	40.94 (S D 12.24)	1.43	n.s.

These raw score gains are less than those reported for the three previous project years. For those students who entered reading at approximately eighth grade level, the average gain had been about 10 raw score points in total reading scores. The gains of the fall semester classes were not markedly different from that general picture, while those of the spring semester group were lower than average.

Reading Achievement cont.

Students who had participated in the program to increase reading skills for the full academic year showed improvement; the average gain is noted in Table 1.

Table 1

Mean Nelson-Denny Total Reading Test Raw Scores and Grade Equivalents, Pre and Post One Year of Instruction, 1980-81.

Group	N	Pretest Mean	G.E.	Posttest Mean	G.E.	t	p
Special Services Program	32	31.25 (SD 8.90)	7.9	40.59 (SD 13.12)	9.1	4.34	.01

The means were calculated based on the number of cases for which complete raw score data were available; the data indicate that the pre to posttest gains were statistically significant. The magnitude of the gains was somewhat less than those reported for the 1977-80 period. It's interesting to note that in addition to increasing magnitude in the posttest scores there is also increasing variability. It should be noted that some students made major gains while others failed to show score gains.

Mathematics - Special Services Project

During the 1980-81 academic year, the mathematics curriculum in the College Skills Program underwent revisions. The general nature of the modifications were to elaborate further the individualized approach described in the "Special Services Project Report, 1977-80." The major innovation was the establishment of the mediated mastery instructional system in the College's Media Learning Center facility on the lower level of the library.

It is important to note that this instructional system served the needs of college students other than those in the remedial/developmental program. This made it possible for students who were skillful academically to use the facility as well as students who needed to build their skills. No stigma was attached to the facility. Math programs for students in nursing and accounting, business math and medical terminology were offered at the same location, using the same hardware. This provided the students in need of remediation with opportunities to carry out their individual work in an atmosphere characterized by busyness and productivity.

When a student came into the Media Learning Center, a series of diagnostic procedures took place to identify the areas in which the student needed to develop skills. Orientation sessions designed to teach students how to use the equipment, secure assignments, keep records, complete assessments, consult with faculty or student tutors, etc. were held in groups of 30 at the beginning of the semester.

After the first week, during which Orientation has been a major activity in the Center, the space was shifted so that about half of the space was used for individuals' assigned activity while the other half was used for completing testing and orientation activities.

A formal prescription was developed for all students based upon their performance on pretests. About 20% of the College Skills Program students at Orientation typically don't have a pretest, i.e. the test administered during

placement testing. The Mathematics Skills instructor had students retested when necessary but didn't delay having students begin their activities. A temporary prescription was provided so that students could begin to work promptly.

Regularly, students would proceed with assignments and their individual work in one of the carrels using one of the machines. Materials typically consisted of audio cassettes and film strips. After completing their assigned task, students would present themselves for an assessment of the skills they had been working on. If they successfully passed (i.e. made no errors) the assessment test for the unit they had been studying, they would progress to the next unit. The staff of the mediated mastery instructional system tried to facilitate students' progress through this sequence by answering questions, checking on students' progress while they were working individually and by providing feedback on their degree of success.

Attendance in the Media Learning Center was recorded systematically by students' signing in. Students did not have specific time frames for Mathematics Skills on their schedule, but rather were expected to schedule their attendance around those classes that were on their schedule. It should be noted that attendance tended to be sporadic for some students in the Special Services Project and in the College Skills Program.

The first technique used by the Mathematics Skills instructor to contact students who had been absent was a letter reminding them of the importance of coming into the Media Learning Center to complete their mathematics assignments. He reported that the letters produced "very little success." The next technique they used was the "phone sweep" in which students who had been absent were called. These sweeps took place every two to four weeks. While they were more successful than the letters, the Mathematics Skills instructor felt that the problem of student attendance had not been solved yet.

At the end of the semester, each student's grade was determined based upon his/her successful completion of the specific objectives noted on their prescription. Grades were noted using the following: P= Pass, IP = In progress, W = Withdrawal, and HX = Student stopped attending.

A total of 25 of the 77 College Skills Program students assigned to the Media Learning Center in the fall semester were in the Special Services Project and 24 of the 88 College Skills students assigned to the Center in the spring semester were in the project.

During the fall semester, examination of the records indicated that a total of 3 students achieved a P, 12 an IP. Nine students withdrew and one student stopped attending.

During the spring semester 5 students achieved a P, 17 an IP. Two students withdrew and no students stopped attending.

In percentages which facilitate comparisons, 21% of the students in the spring achieved a P, while 12% achieved that grade in the fall semester.

The students who are successful in their work but have not yet completed their tasks, those assigned IP, have an additional 26 weeks in which to complete their course work. A substantial number of students were close to 100% completion of their work with 100% accuracy, which was the criteria for success in the system. There are a number of problems that students face in trying to complete their work after the semester. Most obviously, they are faced with the tasks of the new semester, with the kinds of pressure on their time that this suggests. Since time management is not usually one of the strengths of under-prepared students, coping with additional pressures compounds their problem of managing multiple tasks.

In summary, the strengths of this program lie in its highly individualized approach to student learning, its equipment and materials, its basic rationale which stresses students' responsibility and learning, its stigma free environment and its skillful and interested staff.

The problems which need to be solved in order for the program to be more effective in meeting its well-defined goals center on issues of student attendance and motivation. Strategies which integrate instructional activities with counseling activities might improve the attendance picture. An organization which clearly sets time on a student's schedule and expects attendance, like attendance in a class, might be supportive for these students. When there is a clear time commitment, it may be more clear to the students that they are responsible for being in the Media Learning Center at least four hours per week. The assessment procedures, in which one problem taps each specific objective, might well be reconsidered. From a measurement point of view, more items to tap a single objective would yield more reliable assessment instruments. With greater reliability in measurement, the 100% success criterion could well be reconsidered. A less rigorous criterion might work effectively given technically better assessment techniques.

APPENDICES

Special Services Project Report
Rockland Community College
1980-1981

Appendix A - Case Studies

SELECTION OF CASE STUDIES:

Students were selected for interviews through a process of reviewing The Special Services Project files in order to determine whether the student -

1) was a Special Services Project participant in the past three years, and

2) either successfully completed or dropped out of the program.

Although no attempt was made to achieve either a random or purposeful sample, we feel the case studies are representative of students who the Special Services Project has traditionally served and who are currently enrolled in the project.

The Interview Process:

Interviews were conducted in an informal, open-ended manner. Students were asked general and specific questions about their backgrounds, family structure, reasons for attending Rockland Community College, expectations of college education, career goals, sources of emotional and financial support, and satisfactions and/or dissatisfactions with their college experience. (See attached interview schedule) Students were encouraged to talk freely while Elaine Padilla took notes on their responses and comments. Although each student was assured of confidentiality, without exception, the student seemed unconcerned about that issue, was pleased at being invited to be interviewed and was generous about sharing information.

Recurring Themes:

When all interviews were completed, this interviewer was struck with differences among our students but newly impressed with commonalities.

1) All initially experienced frustration and anger at being placed in the College Skills program where they would receive no academic credit for their work.

2) Each student interviewed reiterated how the College Skills staff was concerned about his/her academic and social performance and was supportive and sincere in its efforts. Most noted that the feeling of "family" was not carried over to mainstream faculty and/or instruction. Of particular interest is that students liked having counselors available to them when needed for personal and/or academic problems. This, again, for some reason is not perceived as accessible in the college mainstream. Many students have returned to seek "informal" counseling from both the College Skills instructional and counseling staffs, and have noted that they feel "adrift" and "isolated" in the mainstream.

3) Despite obvious financial and social problems and, in some cases, histories of academic failure, the students interviewed seemed to be highly motivated to "pass out" of College Skills. This was evident even

in the cases where career goals were not clearly set. In all instances students felt they would be "better off" and more employable with college educations.

4) Although placement in College Skills was initially considered by these students to be perjorative and demeaning, all indicated that they either "did not do their best" or "messed up" in high school and, now that they had been graduated from College Skills, were grateful for a "second chance."

5) None of the students interviewed was aware of the fact that he/she was part of the Special Services Project. This is not surprising since it has been the policy of the College Skills and English As A Second Language Programs not to separate out Special Services Project students for differential academic and/or counseling treatment.

6) The students interviewed typify the wide range of difficulties - from physiological to social - our students must overcome in order to begin to succeed academically. While there are varying support systems available to them from family and/or friends, the largest "boost" for these students comes from the services offered to them via the Special Services Project.

The availability of group and referral counseling and a concomitant supportive instructional staff have continued to be major factors in getting these students to progress through the College Skills Program and to begin to view themselves in a more positive manner. It is the intent of the Special Services Project to continue to provide these services and to design additional cognitive and affective curricula to facilitate these students' adjustment to the mainstream.

Informal, Open-Ended Interview Schedule

I. General Information

- A. age
- B. sex
- C. country of origin: ethnic background
- D. marital status
- E. educational background
- F. health status
- G. family structure; living arrangements

II. Reasons for Attending Rockland Community College.

III. Expectations of a college education

IV. Career Goals

- A. clarity
- B. reality

V. Sources of Support

- A. financial
- B. emotional
- C. institutional
- D. barriers to attending college

VI. Satisfactions/Dissatisfactions with college (RCC) experience

VII. Feelings about being part of a Special Services Project

Case # 1 is a 21 year old, single, woman who was born in the United States. Lucretia is in good health, although quite overweight, and lives in a Spring Valley apartment with her mother. She has eight brothers and eight sisters (some with different fathers, others with different mothers) who are all living elsewhere. Her father does not live at home with her mother because they were never married.

Lucretia attended Nyack High School but was not graduated because she dropped out in her senior year. She indicated that she was never quite certain which classes she was supposed to attend while in high school so she "just left."

Lucretia's mother does not work (she has diabetes) and is desparate for money. She insisted that her daughter either go to work or go to school and get financial aid. Since Lucretia could not find a job she decided to attend Rockland Community College. "I really didn't want to go to school at all but since I came. . . . . I really wasn't looking for anything in particular, no career plans, didn't even care about a high school diploma."

At Rockland Community College, Lucretia was placed in the College Skills Program. She had no friends with whom to come to school so she came by herself, using public transportation.

Although she had no definite plans, Lucretia was able to make some career decisions through College Skills counseling courses. She is currently working as a nurse's aide and gets her assignments through an agency. She is dissatisfied because "(she) doesn't meet enough people and there is never no steady work!" Also, she is expected to clean people's houses and doesn't really take care of them in the way she was trained to at BOCES where they emphasized bathing the patient and food preparation. She notes that people treat her like a maid--- "Anybody can be a maid; I didn't have to go to school to be a maid."

However, Lucretia is not doing well in college. Last semester she failed all of her courses and was forced to withdraw until September 1983 when financial aid/support will resume.

Lucretia initially blamed her academic failure on the fact that she had to put her program together at the last minute because registration materials were mailed to her at the wrong address. We discussed career/academic plans for September and Lucretia indicated that when she returns in September she will pursue some secretarial courses. She is also interested in Occupational Therapy and has spoken to the coordinator of that program to see which courses might be appropriate. Lucretia is not interested in Human Services because "(I) don't want to be nothing like my social worker!" It is obvious that Lucretia needs some solid academic advisement beyond what could be discussed in the context of this interview.

With regard to support systems, Lucretia receives financial assistance when she is attending school. She apparently gets no emotional support from her family..."My mother always puts us down and tells us we'll never make it. None of us have done good. My mother was never my backbone." Lucretia gets a little backup from her boyfriend but "(I) don't want to depend on him; I want to depend on myself."

Lucretia feels that she got a great deal of academic and emotional support from teachers in the College Skills Program. "If I was falling behind they would bring it to my attention and make suggestions. The reading lab teachers "worked with me a lot". She had no contact with the counselors except for one who happened to be teaching her course.

There are several barriers to academic success for Lucretia. Financial difficulty seems to be a major obstacle to overcome. Another is transportation to school. "I have no money to ride busses and I can't ask my mother because she only wants my financial aid." Continuing to live at home will be another impediment. "Mon won't let me keep the lights on to study and she won't let me stay in school to study. She wants me home to do the laundry, but she wants me to go to school for the money." Lucretia's boyfriend would like to get married but she is afraid and would prefer living together. "He wants things right in the church though." Lucretia's mother does not want her to marry the boy, even though he has assisted them financially because "Haitian men love too many women at the same time."

When Lucretia was assigned to the College Skills Program, she was happy because she realized that she needed help. She liked College

Skills and wouldn't mind returning to the program. "It was like family. I learned to read and write and I liked learning on my own time. The teachers weren't on your back like in high school. They treated you like an adult (in the College Skills Program). The teachers were terrific. I never had to say 'I can't stand a particular teacher' like in high school."'

"There was nothing I did not like in the College Skills Program or Rockland Community College. Even coming for 8 o'clock classes wasn't bad. I liked the teachers and classmates. The classmates helped me too."

Lucretia had no knowledge of being part of the Special Services Project.

Case # 2 is a 21 year old male who was born in Nyack to an Italian-German family. He was graduated from Tappan Zee High School in 1979. Sam suffers from a seizure disorder and asthma. He lives at home with his mother and a younger (17 year old) brother. An older brother is married and an older sister is divorced but not living at home. Sam's parents are currently "pursuing" "divorce.

When he came to Rockland Community College, Same wanted to take data processing but "got stuck in College Skills." Between problems with seizures and being in College Skills, Sam found pursuing a degree in data processing "impossible because College Skills held (him) back. "Whenever I wanted to take a data processing course the counselors said I must stay in the College Skills Program because I didn't pass." "College Skills was a waste of time!"

Sam still wants to be a data processor but has no experience in the field. He did not pass the Cobol class because he would get a seizure on the day of class and that "blocked the way."

Sam is applying for a job at Lederle through their EEO office which mandates the hiring of handicapped persons. Although he will not be able to work outside or with machinery, Sam is willing to take anything else. He indicated that his English skills "are still not perfect but (his) math skills are good."

When asked about sources of support, Sam noted that he gets Social Security Income because of his disability. Medicaid helps pay for the Mt. Sinai Seizure Clinic and he is going to be monitored at the Veterans Administration Hospital in the Bronx. While he was a student at Rockland Community College, Sam received OVR funds, TAP and BEOG.

Sam received emotional support from his mother and father...."they make me study. My younger brother doesn't give a hoot about me and my older brother lives in Massachusets. My sister would help me when I called her."

Sam acknowledges that the teachers in College Skills "helped me a lot." Also, classmates would help sometimes.

There are many barriers to Sam's attending college. Probably because of his seizure disorder and for the related medication he needs to take, Sam likes to sleep.... "I can't stay out late at night." This limits both educational and social contacts. When he was attending school Sam found that the homework was too much for him. I suspect that this was related to skill deficits as well as physical inability (i.e. his being too tired to complete assignments).

Transportation to and from school was a major problem for Sam. He used TRIPS until he had an argument with a bus driver who failed to make a full stop at a railroad crossing. Then, after TRIPS refused to pick him up, OVR allowed Sam a transportation allowance to use private Taxi service.

While all of these problems are surmountable to a degree, the biggest and most difficult obstacle to overcome is his seizures. If a seizure starts while Sam is at home, it takes a long time to get over it."

Although Sam was not happy being a College Skills student, he liked his instructors. He said that they were helpful and "the classroom work was at a comfortable pace and level -- not too hard, not too easy."

Sam did not like the Counselors in the College Skills Program because they stopped (him) from getting the degree and taking the courses (he) wanted." Sam noted that some of his mainstream teachers "were crabby especially if (he) needed extra help."

Sam would recommend the College Skills Program only if a student "needed help in English <u>really</u>, <u>really</u> bad. Otherwise if he was like me and passed English in high school he should not have to take College Skills."

While he was in the College Skills Program, Sam was not aware of the fact that he was part of the Special Services Project.

Case # 3 is a 22 year old black male who was born in Canada and came to the United States in 1969 because his father was working here at the time. David lives with his Jamaican-born parents and a younger brother and sister. He has two older sisters and one older brother who is married. David is attractive and in good health. He was graduated from Spring Valley High School in June, 1980.

Although he was the recipient of an athletic scholarship (track and football) to Florida State University, his parents would not allow him to accept it because they thought it was a "needy scholarship." Instead they gave him a car. David stayed out of school until October and then decided to go to school for himself. He didn't have enough money "to go to any place but Rockland Community College." Also, he wanted to continue to live at home.

David had two major expectations from a college education. The first was to get "more knowledge....I wanted to keep my brain going." The second was job placement because David felt he was in a "holding pattern." He is currently doing an apprenticeship at IBM and they want him to stay in school until the training program is over. This program started in January, 1983 and includes training at BOCES in computor operations and programming. David should complete the training in June, 1983.

David's career goal is "to get into IBM as a programmer; make money; be successful and well off." He feels his reading and writing skills are "good." David has taken "mainstream" courses and done "pretty well in them."

David's major source of financial support comes from his parents. He received no financial aid from the college. His father works for Harran Transportation in Spring Valley and pays for most of David's tuition costs.

Emotional support comes primarily from David's friends and his girlfriend. "My parents want to be supportive but actually they are always on my back." David was close to an older brother and felt very alone when his brother enlisted in the service and left home. His brother also went to Rockland Community College.

David found that teachers in the College Skills Program as well as those in the mainstream were extremely supportive. His friends "made fun" of his going to Rockland Community College and he had heard lots of negative comments about the school but he did not find it to be negative. David liked Rockland Community College especially because it "saves on the wallet."

The only negative aspect of Rockland Community College for David was "the people." He knew many of his classmates from high school and didn't feel he had sufficient opportunity to meet new people. He felt he was "staying in the same pattern and hanging out with the same friends." He had changed since high school and wanted to go to all of his classes but his friends hadn't really changed and they encouraged him not to go to class.

David's biggest problem in attending Rockland Community College is money. He applied for financial aid twice but was turned down. He has to keep working in order to stay in school. David's parents want him to contribute money to their household and also pressure him to keep his grades up. "This is difficult."

While his overall appraisal of Rockland Community College is quite positive, David did indicate some dissatisfaction with particular aspects of his experience. He felt that the exam to pass out of Skills was fair but "shouldn't be the only factor for passing out." (It is interesting that, although students are informed at the beginning of each semester, and the concept is reinforced throughout the semester, that the "test" is only one factor in determining whether they pass out of skills, they perceive it as the factor in getting out.) "I got the feeling that they wanted me to stay-- 'one more semester and you'll do it.' I discussed this with my counselor but there was nothing he could do about it. I was ready to go to another school. Some people failed the test but got out because they had a good attitude."

David was in College Skills for two semesters and "passed with flying colors. It was a waste of time and money for me and put me a semester behind." David felt that College Skills should be something "you take on the side" along with regular courses.

Despite some of these negative perceptions Davis is quick to point out the he "learned a lot" in the College Skills Program, especially in the area of study skills. "Knowing skimming and scanning made my life easier and I'm really happy about that. The techniques worked really well. I'm able to correct my own writing. The teachers helped me work on one thing each week. Now there's nothing to it."

David found the College Skills Program Curriculum "good and helpful. It prepared me attitude-wise and skill-wise."

Although he indicated earlier in the interview that College Skills courses should be taken alongside credit courses, David said that he would highly recommend the program to other people before they get into regular courses. "Many people get out of high school and still can't read or write. It would be a waste of money for them to go right into regular courses."

As with other students interviewed, David had no knowledge of being part of the Special Services Project.

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and _____ _____
NAME ADDRESS

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, and mathmatics.

2. _____ wishes to improve his/her skills in reading, writing and mathmatics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. _____ would like to take advantage of whatever financial aid is available to him/her.

_____
DATE

APPENDIX C

SPECIAL SERVICES PROJECT - CURRICULUM PROJECTS

Project to Analyze Needs and Expectations of Special Services Project Clientele and to Develop Content in the Social Sciences to Meet the Needs.

Project to Define Objectives and Develop Packets of Materials for Communication Skills Reinforcement Modules for Special Services Project Clientele.

Project to Design Integrated Curriculum in Understanding Human Behavior, Coping Skills and Discovering the Community College for Special Services Project and Project to Develop Packets of Materials for College Skills Laboratory for Special Services Project Clientele.

Project to Design A Mediated Instructional System to Develop Basic Library Skills for Special Services Project Participants.

Project to Develop A Bilingual College Orientation and Study Skills Program for Special Services Project Participants in the English As A Second Language Program.

Project to Develop Comprehensive Forms for Special Services Project.

Project to Develop A Course Dealing With Historical, Sociological, Anthropological and Literary Approaches to Caribbean and Latin American History and Culture for Special Services Project Students in English As A Second Language Program.

Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in College Skills III.

Project to Develop A Module To Assess The Vocational and Academic Needs of Non English Dominant Students in the Special Services Project and to Provide Strategies to Meet These Needs.

Project to Develop Packets of Materials for College Skills Laboratory for Special Services Project Clientele.

Project to Develop Packets of Materials for Communication Skills Reinforcement Modules for Special Services Project Clientele.

Project to Integrate Content from the Social Sciences and Study Strategies.

APPENDIX D

REVISED TAXONOMY

NEW MATERIALS FOR TEACHING AND COUNSELING

1980 - 1981

G. ROSEN

TABLE OF CONTENTS

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II - Audio-Visual Materials

III - Reading Comprehension

IV - Study Skills

V - Spelling

VI - Vocabulary

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VIII - Miscellaneous Tests - Reading, Writing

IX - Zerox materials for reinforcement

X - Guidance, Counseling, English As A Second Language

XI - Reports

XII - Tests

I. Writing Materials (In sufficient number for entire class use. All materials located in reading laboratory.)

See section on zerox material taken from Paragraph Practice

MATERIAL	LEVEL	COMMENTS
Basic Skills in Grammar - Cambridge (only a few copies in lab)	012	Book I. - contains the following Fundamentals of Grammar Sentence Mastery Punctuation Capitalization Book II - Contains the following Basic rules Parts of speech English usage Sentence structure Punctuation Capitalization
Grassroots - Fawcett, Sandburg Books A and B	012 013	Divided into 5 units: 1. The sentence 2. Verbs 3. Joining ideas 4. Nouns and pronouns 5. Mechanics
The Writer's Studio - Rizzo	013	Exercises for Grammar, Proof-reading and composition
Writing Logically - Berbrich	013 014	Various writing techniques explored
Mini-Grammar Series - Educulture (This series contains booklets and cassettes	011 012	Contains the following subjects: Book I. The Simple Sentence Book III. The Independent Clause Book V. The Dependent Clause Book VII. Subject - Verb Agreemen Book IX. Frequent Sentence Errors
Troubleshooter Series Benner and Law	011 012	Contains the following subjects: Book 6 - Punctuation Power Book 6 - Sentence Strength Book 7 - English Achievement Book 7 - Punctuation Power Book 8 - English Achievement
The Center for Humanities Cassette series	all levels	Covers the following: Vocabulary development Structural analysis Context clues

Material	Level	Comments
Keys To American English - Gefvert, Rospa, Richards (only 6 copies		For use with students who need work in the basic grammatical structures of "Standard English"
The Shorter Handbook Workbook	013 014	An accompanying workbook to The Shorter Handbook (See list of miscellaneous materials on writing) Covers all areas of grammar

II. Audio-Visual Materials

Material	Level	Comments
Aud-X-Learning 100	AA - 1st grade adult BA - 2nd grade adult CA - 3rd grade adult	Emphasis on all decoding skills
Learning 100 - Reading Efficiency Check Booklets	DA, EA, FA, GH, IJ, KL, MN	Emphasis on reading comprehension

Communications Skills: - A Sound-Slide-Set Series
Reading, Building Vocabulary.
(Center for Humanities, Inc.)

1. Communication Skills - Write It Right — Parts I, II, III
2. Communications Skills - Reading — Part II
3. Communications Skills - Learning To Listen and Express Yourself — Parts I and III
4. The Poetry of Rock - A Reflection of Human Values — Parts I and II
5. I Couldn'tPut It Down - Hooked on Reading — Adolescent Interest Level - 5th - 7th grade reading level — Short paperback novels with student reading guides.

The Contender
R. Lipsyte

Lisa, Bright and Dark
J. Newfield

The Outsiders
S. E. Hinton

The Pigman
P. Zindell

Sounder
W. Armstrong

Drop Out
J. Eyerly

Material	Level	Comments
Controlled Reader	BA - 2nd grade adult CA - 3rd grade adult DA - 4th grade adult FA - 5th grade adult GH - 6th grade adult IJ - 9-10 grade adult KL - 11-12 grade adult LK - 11-12 grade adult MN - 13-14 grade adult	Visual Efficiency training Perceptual Sorting Skimming - Scanning Fluency Builder Vocabulary Building Thought organization Rate and skill building in comprehension
Guided Reader	F - Level 6 G - Level 7 H - Level 8 I - Level 9 J - Level 10 K - Level 11 L - Level 12	Visual Efficiency Training Perceptual Sorting Skimming - Scanning Fluency Building Vocabulary Building Thought Organization and skill building in comprehension
Tachistoscope Tach - X Flash - X		Develops: Word recognition Spelling Vocabulary Visual memory
Westinghouse Series Relevance of Sound Relevance of Words		

Material	Level	Comments
Controlled Reader	BA - 2nd grade adult CA - 3rd grade adult DA - 4th grade adult FA - 5th grade adult GH - 6th grade adult IJ - 9-10 grade adult KL - 11-12 grade adult LK - 11-12 grade adult MN - 13-14 grade adult	Visual Efficiency training Perceptual Sorting Skimming - Scanning Fluency Builder Vocabulary Building Thought organization Rate and skill building in comprehension
Guided Reader	F - Level 6 G - Level 7 H - Level 8 I - Level 9 J - Level 10 K - Level 11 L - Level 12	Visual Efficiency Training Perceptual Sorting Skimming - Scanning Fluency Building Vocabulary Building Thought Organization and skill building in comprehension
Tachistoscope Tach - X Flash - X		Develops: Word recognition Spelling Vocabulary Visual memory
Westinghouse Series Relevance of Sound Relevance of Words		

Reading Comprehension

Material	Level	Comments
Activities for Reading Improvement Schachter & Whelan Workbook with Answer key.	Book I - Elementary Book II - Junior High Book III - Junior High	Contains the following: 1. Comprehension 2. Skimming 3. Following Directions 4. Vocabulary - Word building 5. Reading for enjoyment
Basic Studies - Reading and Word Skills Hodges Workbook - self-programed	013	Reading comprehension and basi word skills. Variety of articles and stories taken from books and magazines.
College Reading Program (SRA)	Program I Level 1 - 5.0 Level 2 - 5.5 Level 3 - 6.0 Level 4 - 6.5 Level 5 - 7.0 Level 6 - 8.0 Level 7 - 9.0 Level 8 - 10.0	Comprehension exercises Vocabulary: Words in context Timed readings
College Reading Program (SRA)	Program II Level 1 - 9.0 Level 2 - 10.0 Level 3 - 11.0 Level 4 - 12.0	Similar context as Program I
Communications 1, 2, 3 Bauer Getting Started - I One The Way II Full Speed Ahead III Workbooks	011	Getting Started - Writing introduced; Alphabet, recognition common letter patterns; short words, one syllable; short vowel sounds; common consonant sounds. On The Way - Introduces words with long vowel sounds, soft c and g blends, silent letters two syllable combinations. Full Speed Ahead - Focus on reading for information and writing for practical purposes exercises given in following simple directions and filling out simple forms; complete stories used to develop comprehension skills.

Material	Level	Comments
Comprehension Skills Kit Jamestown Publishers Understanding the Main Idea Making a Judgment Understanding Characters Drawing a Conclusion Making An Inference Recognizing Tone Appreciation of Literary Forms Retaining Concepts and Organizing Facts Isolating Details and Recalling Specific Facts	Middle Level	Kit containing booklets and cassettes for building specific comprehension skills Read along cassette for each booklet; plays both exact text of the booklet permitting weak students to listen and read simultaneously.
Developing Reading Versatility - Third Edition Adams Workbook - self-programed	013	Contains units on literal comprehension, critical comprehension and affective comprehension.
Essential Skills Series	ESS 1 - Grade 3 A ESS 2 - Grade 3 B ESS 3 - Grade 4 A ESS 4 - Grade 4 B ESS 5 - Grade 5 A ESS 6 - Grade 5 B ESS 7 - Grade 6 A ESS 8 - Grade 6 B ESS 9 - Grade 7 A ESS 10- Grade 7 B ESS 11- Grade 8 A ESS 12- Grade 8 B ESS 13- Grade 9 A ESS 14- Grade 9 B ESS 15- Grade 10 A ESS 16- Grade 10 B ESS 17- Grade 11 A ESS 18- Grade 11 B ESS 19- Grade 12 A ESS 20- Grade 12 B	Short reading selections containing questions on main idea supporting details conclusions clarifying devices vocabulary in context
Glass Analysis for Decoding Only Sets I, II	011	Phonic word decoding
Hip Reader Program Pollack & Lane Vol. I, II	011	Contains list of word families based on phonic elements and combinations

Material	Level	Comments
Phonic Word Builder	011	To be used as a supplement to the HIP Reader books. Contains 5000 words arranged in word patterns of increasing levels of difficulty.
Improving Reading Ability Stroud, Ammons, Bomman Workbook-self-programed	014	An advanced text for reading comprehension. Contains the following: Mechanics of reading and visual analysis Speeded comprehension: word meanings Speeded comprehension: phrases Speeded comprehension: sentences Speeded comprehension: paragraphs Speeded comprehension: connected test critical reading study-type reading
Quest Academic Skills Program (Harcourt Brace Jovanovich) Workbook-self-programed	013	Contains an instructional program for the development of study skills in a variety of academic settings. Design: Reading Note-taking Essay Exams Composition Self-management
Reading Tactics Niles, Dougherty, Memary	A - Grade 7 B - Grade 8 C - Grade 9 D - Grade 10 E - Grade 11 F - Grade 12	A series of workbooks designed for review and reteaching of reading skills. Contains the following skill areas: Word attack: Context Word attack: Structure Word attack: Sound Word attack: Dictionary Inferences General Focus Relationships Sentence Meaning Judgments Figurative Language Imagry Flexibility

Material	Level	Comments
Specific Skills Series (Barnell Loft) Elementary and Secondary Levels	Level A - first reading level through L-12th grade level	Working with Sounds Following Directions Using the Context Locating the Answer Getting the Facts Drawing Conclusions Getting the Main Idea Detecting the Sequence
SRA Reading Laboratory	Rate Builder	
II b	2.5 Tan 3.0 Brown 3.5 Red 4.0 Orange 4.5 Gold 5.0 Olive 5.5 Green 6.0 Aqua 7.0 Blue 8.0 Silver	Short selections - encourage rapid, intensive, yet efficient reading; 3 minute timing followed by comprehension check
SRA Reading Laboratory	Power Builders	Whole part thinking:
II b continued	2.5 Tan 3.0 Brown 3.5 Red 4.0 Orange 4.5 Gold 5.0 Olive 5.5 Green 6.0 Aqua 7.0 Blue 8.0 Silver	main idea important details adding up facts Seeing relationships: Cause and effect Similarities Differences Sequence and Organization Inference and Conclusion Word and Sentence Analysis Single consonants Long and short vowels two and three letter blends Dipthongs Silent consonants Consonants with unexpected sounds Prefixes, Suffixes Identifying nouns, verbs, adjectives, adverbs

Material	Level	Comments
SRA -RFU Reading For Understanding	General 3rd grade through college	Individualized program - basic skills in recognition-word attack
	Junior Elementary grades	Comprehension not speed emphasized
	Senior Junior and Senior highschool.	
Standard Test Lessons in Reading McCall-Crabbs Books A, B	011, 012 Book A - Grade 2,3,4 Book B - Grade 3,4,5	Develops reading speed and power of comprehension. Each exercise is a standard reading test. Each book contains 78 - thre minute reading exercises comprised of a reading selection followed by multiple choice questions, based on stated facts, implications, or general reasoning.
Tactics In Reading II Niles, Bracken, Dougherty, Kinder	013 014	Word attack/context Word attack/ structure Word attack/sound Word attack/dictionary Sentence meaning Judgments Figurative language Central idea Inferences Relationships Imagry
Vocabulary Resources for the College Student Levine and Leving (In sufficient numbers for group use.)	013 014	Workbooks (not self-programed) designed to increase vocabular through the following means: 1. From the context 2. Through central ideas 3. From Greek and Latin 4. From classical mythology and history 5. From Anglo-Saxon Vocabula 6. From The French, Italian, Spanish languages 7. Structural analysis

Material	Level	Comments
SRA Reading Laboratory	Power Builders	
III b	5 - Blue 5.5 - Rose 6 - Brown 7 - Green 8 - Red 9 - Tan 10 - Gold 11 - Aqua 12 - Purple	Short selections - encourage rapid, intensive, yet efficient reading: 3 minute timing followed by comprehension check
	Rate Builders	
	5 - Blue 5.5 - Rose 6 - Brown 7 - Green 8 - Red 9 - Tan 10 - Gold 11 - Aqua 12 - Purple	
SRA Reading Laboratory	Rate Builders	
IV a	5 - Blue 5.5 - Rose 6 - Brown 7 - Green 8 - Red 9 - Tan 10 - Gold 11 - Aqua 12 - Purple	Designed for average, above average and superior students who can read at 8th grade level and above

IV. Study Skills (The following texts are single copies.)

Essential Requirements For The College Research Paper - Lyerly

Harbrace Guide to the Library and The Research Paper - Sears

How To Learn From A College Textbook - Klein

How To Study - Morgan & Deese - Second Edition

Library Skills - A Program for Self-Instruction - McGraw-Hill Basic Skills System

Mini-Courses In Academic Skills - Educulture

These are booklets and cassettes sufficient in number for a group. They cover the following areas:

Module 1 - Preparing To Study
Module 2 - Reading Comprehension and Retention
Module 3 - Reading Speed
Module 4 - Reading Practice
Module 10- Examinations

Problem Solving Improvement - A Program for Self Instruction - McGraw Hill Basic Skills System

Test-Wiseness - The American College (4 copies)

New Material Just Arrived

Dictionary Drills - Fry

These workbooks are in sufficient number for a group. They contain material on the following areas: understanding the main entry and obtaining reference information, and using the pronunciation key. Pocket-size American Heritage Dictionaries are included.

V. Spelling

Material	Level	Comments
Spelling 1500 - Hook (only 1 copy in lab)	013 014	Methodical attack on difficulties of English Spelling. Vocabulary improvement - programmed learning.
Spellbound-Phonic Reading and Spelling - Rak	011 012	Phonetic system - used as support for reading program - Gillingham set of phonograms.
Dr. Spello - Kottmeyer	011	A detailed analysis of the basics elements of sound-symbol association in words. A good text for the very low level student.
Spelling - Roloff & Snow	013 014	An excellent self-programmed text that deals with the fundamentals of the English language as they apply to student writing. This text contains numerous practice exercises in phonetics, Greek and Latin derivatives, dictionary use, spelling rules.

Vocabulary - The following are single copies of texts dealing with the study of vocabulary. There is not a sufficient number of each text to use with an entire group.

Vocabulary Workshop (Oxford Book Co.) Books A.B.C.	013 014	The series contains definitions, synonyms, antonyms, word families, analogies.
Vocabulary - Dunn Rankin (5 copies)	013 014	Excellent text for the higher level student. Emphasis on mastery of the 109 words in the text as well as various vocabulary learning techniques.
World of Vocabulary Rauch & Clements Books, 1,2,4	012 013	Designed for the low level student with limited experience in vocabulary development. Words chosen for interest and motivational level; photos used as visual tools to capture attention. Context clues for understanding a variety of topics.

READING FOR ENJOYMENT - Book List

THE ADVENTURES OF HUCKLEBERRY FINN

CLEMENS, SAMUEL

PS
1305
A1
1951

53

201 pages

CLEMENS, SAMUEL

THE ADVENTURES OF HUCKLEBERRY FINN

PS
1305
A1
1951

54

201 pages

AIRPORT

HAILEY, ARTHUR

PR
6058
A43
A5

55

440 pages

ALIVE

PIERS, PAUL READ

TL
553.9
R4

56

352 pages

ANGELOU, MAYA

I KNOW WHY THE CAGED BIRD SINGS

E
185.97
A56
A3
1970

281 pages

57

THE AUTOBIOGRAPHY OF MALCOLM X

MALCOLM X

E
185.97
L5
A3

58

311 pages

BALDWIN, JAMES

GO TELL IT ON THE MOUNTAIN

PS
3552
A45
G4

59

253 pages

BENCHLEY, PETER

JAWS

PS
3552
E537
J3

60

311 pages

BLACK BOY

WRIGHT, RICHARD

PS
3545
R815
Z5
1966

61

BLACK LIKE ME

GRIFFIN, JOHN

E
185.61
G8

62

176 pages

BRADBURY, RAY

FAHRENHEIT 451

PS
3503
R167
F2 63

BROWN, CLAUD

MANCHILD IN THE PROMISED LAND

E
185.97
B86
A3 64

415 pages

CALL OF THE WILD

LONDON, JACK

PS
3523
046
C3
1966

128 pages 65

CATCH 22, A NOVEL

HELLER, JOSEPH

PS
3558
4476
C3

443 pages 66

CLEAVER, ELDRIDGE

SOUL ON ICE

E
185.97
C6

210 pages 67

CLEMENS, SAMUEL

A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

PS
1308
A1
1917 68

450 pages

A CONNECTICUT YANKEE IN KING ARTHUR'S COURT

CLEMENS, SAMUEL

PS
1308
A1
1917

450 pages 69

DOWN THESE MEAN STREETS

THOMAS, PIRI

PS
3553
R277
I5 70

166 pages

GRIFFIN, JOHN

BLACK LIKE ME

E
185.61
G8 71

176 pages

DELIVERENCE

DICKEY, JAMES

PS
3554
132
D4 72

278 pages

DICKEY, JAMES

DELIVERENCE

PS
3554
I32
D4 73

278 pages

DOWN THESE MEAN STREETS

THOMAS, PIRI

F
128.9
P8
T5 74

333 pages

FAHRENHEIT 451

BRADBURY, RAY

PS
3503
R167 75
F2

GO TELL IT ON THE MOUNTAIN

BALDWIN, JAMES

PS
3552
A45
G4 76

253 pages

GREGORY, DICK

NIGGER

PN
2287
G68
A3 77

224 pages

HAILEY, ARTHUR

WHEELS

PR
6058
A43
A5 78

374 pages

HAILEY, ARTHUR

AIRPORT

PR
6058
A43
A5 79

440 pages

HELLER, JOSEPH

CATCH 22, A NOVEL

PS
3558
4476
C3 80

443 pages

THE HOBBIT

TOLKIEN, J. R. R.

PZ
8
T52
HO16 81

317 pages

I HEARD THE OWL CALL MY NAME

CRAVEN, MARGARET

PS
3553
R277
I5 82

166 pages

I KNOW WHY THE CAGED BIRD SINGS

ANGELOU, MAYA

E
185.97
A56
A3
1970

281 pages

83

JAWS

BENCHLEY, PETER

PS
3552
E537
J3

311 pages

84

LONDON, JACK

CALL OF THE WILD

PS
3523
046
C3
1966

128 pages

85

THE LORD OF THE RINGS

TOLKIEN, J. R. R.

PR
6039
032
S5

365 pages

86

MALCOLM X

THE AUTOBIOGRAPHY OF MALCOLM X

E
185.97
L5
A3

311 pages

87

MANCHILD IN THE PROMISED LAND

BROWN, CLAUD

E
185.97
B86
A3

415 pages

88

NIGGER

GREGORY, DICK

PN
2287
G68
A3

224 pages

89

1984

ORWELL, GEORGE

PR
6029
R8
N5
1949

314 pages

90

THE OLD MAN AND THE SEA

HEMINGWAY, ERNEST

PS
3515
E37
A15
1962

72 pages

91

ORWELL, GEORGE

1984

PR
6029
R8
N5
1949

314 pages

92

READ, PIERS PAUL

ALIVE

TL
553.9
R4

352 pages 93

SCHULMAN, IRVING

WEST SIDE STORY

ML
50
B529
W4

143 pages 94

SOUL ON ICE

CLEAVER, ELDRIDGE

E
185.97
C6

210 pages 95

HEMINGWAY, ERNEST

THE OLD MAN AND THE SEA

PS
3515
E37
A15
1962

72 pages 96

THOMAS, PIRI

DOWN THESE MEAN STREETS

F
128.9
P8
T5

333 pages 97

TOLKIEN, J. R. R.

THE HOBBIT

PZ
8
T52
HO 16

317 pages 98

TOLKIEN, J. R. R.

THE LORD OF THE RINGS

PR
6039
032
S5

365 pages 99

WHEELS

HAILEY, ARTHUR

PR
6058
A43
A5

374 pages 100

WRIGHT, RICHARD

BLACK BOY

PS
3545
R815
Z5
1966

101

Miscellaneous Texts For Reading - Class or Reference Use

(Single copies unless otherwise noted)

A Guide To Rapid Reading - Larson

A Key To Better Reading - Leedy

Anatomy of Reading - Hackett, Williamson

Bibliography for Beginners - Gore

Breaking The Reading Barrier - Gilbert

College Reading Skills - Austin et al

Concepts of Communication - Reading - Conlin

Controversy - Prose For Analysis - Gold, Radner

Design For Reading - Jones, Huntress, Lorch

Developing College Reading - Jacobus

Developing Reading (Second Edition) - Guiler, Raeth, May

Developing Reading Versatility - Adams (First and Second Editions)

Effective Reading For Adults - Herr

Effective Reading For College Students - Jones, Morgan, Petty

Efficient Reading - Brown (Revised From A.)

English In Action - Wylder

Explorations In College Reading - Brown

Focus In Reading - Krants, Kimmelman

Free To Read - A Guide To Effective Reading - Borman, Hujama, Prescott

From Experience - Hart, Schulman

Headway - A Thematic Reader - Michel

How To Read Better and Faster - Lewis

How To Read Factual Literature - Pauk (Book III)

Improving College Reading - Jacobus

In Black and White - Morrison

BEST COPY AVAILABLE

Increasing Reading Efficiency - Miller (Third Edition)

Language In Your Life - Bushman , Laser

Maintaining Reading Efficiency - Miller

Mastering Reading Skills - Rouch & Weinstein

More Powerful Reading - Levy

Opportunity For Skillful Reading - Joffe (Second & Third Editions)

Practical Rhetoric - Hardison

Power & Speed In Reading - Gilbert

Read To Succeed - Bracy/McClintock

Read Well and Remember - Webster

Reading and Interpreting - Pagels, Pinney, Stiff

Reading As Thinking - Paragraph Comprehension - Gedamke & Krapp - Curriculum Research Associates

Reading Drills - Fry

Reading Practical Prose - Dewitt

Reading To Discover Organization - Fisher

Reading With Speed and Confidence - Waldman

Response In Reading - Weingarten

Return To Reading - Decker

Selective Reading - Smith/Spargs

Skimming and Scanning - Fry

Skimming and Scanning Improvement - Maxwell Sections I and II

Stories of Modern America - Gold/Stevenson

Study In Depth - Gilbert

Structure In Reading and Writing - Nye, Ebbitt

Success - A Search For Values - Roth

The Improvement of College Reading - Glock

The Inquiring Reader - Sullens, Karas, Fabringo.

BEST COPY AVAILABLE

The Matt Basic Language Skills Program - Semi-Programed Series - Books 4, 5, 1302, 1303, 1306, 1307

Towards Better Reading Skill - Casper, Griffin (Second and Third Editions)

World of Ideas - A Guide To Effective Reading - Bamman, Heyama, Prescott

VIII. Miscellaneous Texts - (Single copies of books in reading lab for use as reference or class material.)

A. Writing Texts

A Practical Guide For Writers - Hacker and Renshaw

An Introductory English Grammar - Stageberg

Breakthrough - Yarber

Building College Spelling Skills - Crosby and Emery

Cambridge Adult Basic Education Series

College English - Puckett, Sutton and Sutton

College Students Look At The 21st Century - Norman

Composition - An Approach Through Reading - Clifton, Macgibbon

Concise English Workbook - Guth

Creative Pattern Practice - Whitten

Critical Reading and Writing - Thompson

Different Drummers - Vye and Canar

Dimension Two - Barrett

English In Action - Wylder

English Sounds and Their Spellings - Allen, Allen & Shute

Essentials of English - Bellafiore

Focus - Bobrow, Casmier, Casmier

Free To Choose - Nordberg and Nordberg

Harbrace College Handbook - Hodges & Whitter

Harbrace College Workbook - Hodges & Laws
(Form 64)

Harbrace College Workbook - Graham
(Form 7A)

How To Organize What You Write - Johnson

Identity Through Prose - Janaro

Insight - Hurtik

Montage - Investigations in Language - Sparke and McKowen

New American English - Pantell

On Paper - A Basic Course in College Writing - Smith

Paragraph Practice - Sullivan (Third Edition)

Paragraph Rhetoric - A Program in Composition - Bergman

Patterns of Exposition - Decker

Points of Departure - Kelly

Practical Writing - Martin

Programmed English - Sullivan

Programed Review of English - Trimble

Prose Style - A Handbook For Writers - Stove and Bell

Read and Write (Third Edition) Bushman, Bonazzi, Van Sloster

Reading, Writing and Rhetoric - Hogis, Yarbor

Shaping College Writing - Gallo, Rink

Sentence Composition - Levy

Snap, Crackle and Write - Schrank

Something About Sentences - Bolch and Neville

Speaking Into Writing - Nist

Summary, Paragraph, Essay, Test, Theme - Conlin

Steps In Composition (Second Edition) Troyka, Needelman

Teach Yourself How To Write - Roberts

Teaching With A Purpose - Solmon

Technique-Studies In Composition

The English Sentence - Palmer

The Forseeable Future - Cathcart

The Shorter Handbook - Shaw Dodge

The Sound of Prose - Collignon

The Techniques of Writing (Form C) - Kinsella

The Writing Experience - Schoen, Avidon, Gandhi Vaughn

Through The Paragraph - Schwartzmann

Writing About Reading - Howard

Writing In College - Kerrigan

Writing Skills - Conlin

Writer To Reader - Wylder

IX Xerox Material For Reinforcement

(Materials Arranged by reading level)

011 - grades 1 - 4
012 - grades 4 - 7
013 - grades 7 - 9
014 - grades 9 - 12

Level	Material
011) 012)	Troubleshooting Subject-verb agreement
012) 013)	Skimming and Scanning - Fry Short literature selections - "Roots" - Alex Haley "To Sir, With Love" - E.R. Braithwaite "Alive-The Story of the Andes Survivors"- Piers Paul Read
012) 013)	Selection From The Block "Nigger" - Dick Gregory
013	Opportunity for Skilful Reading - Joffe - First Edition Finding main idea Seeing relationships Determining Significant Details Following Printed Directions Inferring Mood, Tone, Purpose Relating Ideas To Everyday Experience
013	Creative Pattern Practice - Whitter - Second Edition Sentence or clause connectors
013) 014	Study In Depth - Gilbert Planning The Term's Work Finding The Main Idea Thinking and Drawing References
013)	Effective Reading For College Students - Jones, Morgan, Petty Exercises In The Use of Structural Analysis Vocabulary Development Exercises In Reading Varied Selections
013)	Tactics In Reading - Niles, Brachen, Dougherty, Kinder Judgments Word Attach/Context Finding The Topic

III.

Level		Material
013) 014)		Breaking The Reading Barrier - Gilbert Rapid Reading Test Finding The Main Idea Thinking and Drawing Inferences
012) 013)		Paragraph Practice - Sullivan
	Elementary Problems of Form and Organization	Ex1-2 - Explain How To Do Or Make Something Ex 3 - Describe Someone's Face Ex 4 - Describe Your Favorite Form of Weekend Entertainment Ex 5 - Describe An Interesting Incident Ex 6 - Give One Reason You Did or Did Not Enjoy Your Recent Vacation Ex 7 - Discuss The Sort of Wife You Want To Be (Have) Ex 8 - Discuss A Principle or Lesson You Would Teach A Child Ex 9 - Discuss Your Favorite Class Ex 10 - Discuss A Hobby or Pastime
	Advanced Problems of Form and Organization	Ex. 1 - Summarize a Plot Ex 2 - Discuss A Character In a Study Ex 3 - Write About Your Biggest Problem In College Ex 4 - Define a Significant Word or Term Ex 5 - Discuss Something In Close Detail Ex 6 - Describe Your Sensory Reaction To An Object
	Problems of Variety and Imagination	Ex 1 - Describe An Unpleasant Sensory Experience Ex 2 Describe A Pleasant Sensory Experience
012) 013) 014)		How To Study - Morgan, Deese - Second Edition Chapter 2 - Organizing Time Chapter 5 - Studying Textbooks
013) 014)		Opportunity For Skillful Reading - Joffe The PQ3R Method of Study

GUIDANCE AND COUNSELING

MATERIALS PURCHASED DURING 80-81 FOR THE COUNSELING STAFF

DEALING WITH STRESS	
Cassette	J. Hess
PSYCHOLOGICAL CONFLICTS	
Cassette	J. Hess
YOUR EMOTIONS	
Cassette	J. Hess
MYERS BRIGGS SCORING KEY	
Form G	J, Hess
STRONG CAMPBELL INTEREST INVENTORY	B. Chwast

MATERIALS PURCHASED DURING 80-81 FOR SIEGELBAUM

Longman, Inc.
English Language Teaching Division
19 West 44th St
New York, New York 10199

MATERIALS

ENGLISH FOR SPECIAL PURPOSES Mackay and Mountford	Siegelbaum
DRAMA IN LANGUAGE TEACHING S. Holden	Siegelbaum
TEACHING ENGLISH AS A SECOND LANGUAGE Bright and McGregor	Siegelbaum
BIOLOGY - Student's Book	Siegelbaum
Teacher's Notes	Siegelbaum
Cassette - Adamson and Bates	Siegelbaum
NURSING SCIENCE STUDENT's BOOK	Siegelbaum
Teacher's notes	Siegelbaum
Cassette - Adamson and Bates	Siegelbaum
ENGLISH FOR NURSES	Siegelbaum
Student Book	Siegelbaum
Teacher's Notes	Siegelbaum
SEQUENTIAL PICTURE SERIES BY Markstein Greenbaum	Siegelbaum
Student's Intermediate Workbook	Siegelbaum
Teacher's Manual	Siegelbaum
Wall Charts	Siegelbaum
LISTENING IN AND SPEAKING OUT Bode, Whiteley	Siegelbaum
High Intermediate Book	Siegelbaum
Cassette	Siegelbaum
INTERVIEW E. Cornelius Jr.	Siegelbaum
Cassette by E. Cornelius Jr.	Siegelbaum

ITS UP TO YOU — Siegelbaum
Dresner, Beck, etc.

TALK IT OVER — Siegelbaum
Alexander et al

Cassette by Alexander et al — Siegelbaum

REPORTS

REPORTS ON FILE

1. A COMPARATIVE ANALYSIS OF THE READING LEVELS OF COMMUNITY COLLEGE INTRODUCTORY ENGLISH AND COLLEGE SKILLS STUDENTS: A BRIEF SUMMARY OF ISSUES, RESULTS AND RECOMMENDATIONS.

2. A FOLLOW-UP STUDY OF STUDENTS WHO COMPLETED COMMUNICATION SKILLS AND ENGLISH AS A FOREIGN LANGUAGE. 1977-78 Preliminary research findings.

3. THE PLAGUE OF ATTRITION: The Problem and the Plan.

4. ATTRITION ANALYSIS: SPECIAL SERVICES PROJECT. (Communication Skills)

5. ATTRITION ANALYSIS: SPECIAL SERVICES PROJECT. (English As A Foreign Language)

6. SUCCESSFUL COMPLETION RATES OF SPECIAL SERVICES PROJECT STUDENTS.

7. REASONS FOR ATTRITION FROM COLLEGE SKILLS.

8. ENGLISH PLACEMENT PROJECT (Phase 1) and DATA.

9. COMPLETION RATES OF SPECIAL SERVICES PROJECT. (Math Skills)

10. STUDENTS' EXPECTATIONS OF THE COLLEGE SKILLS PROGRAM.

11. READING SKILLS DEVELOPMENT AS A FUNCTION OF ENTERING LEVEL.

12. SPECIAL SERVICES PROJECT GRADUATES FROM ROCKLAND COMMUNITY COLLEGE.

13. THE RELATIONSHIP BETWEEN LISTENING AND READING SKILLS OF DEVELOPMENTAL COLLEGE STUDENTS.

14. POST-DEVELOPMENTAL PROGRAM (Mainstream Follow-up).

15. IMPROVING COGNITIVE SKILLS: PROCEDURES, PROBLEMS AND PROSPECTS.

16. ACCOUNTABILITY IN TUTORIAL SERVICES. ALTERNATIVE PROGRAMS AND SERVICES FOR THE NON-TRADITIONAL STUDENT.

17. ERIC REPORTS:

    Evaluation: Upward Bound.

    English Language Proficiency.

    Proceedings: Conference on Compensatory/Remedial Education (1976).

    Individualized Approach to Developing Independent Learning in the Community College.

    Proceedings: Conference on Compensatory/Remedial Education (1975).

    Proceedings: Conference on Compensatory/Remedial Education (1974).

ERIC REPORTS cont'd

Planned Variations Vol 1: Executive Summary

Planned Variation Study: Volume II: Intervention Strategies for Secondary and Post Secondary Compensatory Education

Planned Variations Volume IV: Field Implementation for a Randomized Experiment

Planned Variation Vol. V: Student Performance measures for Evaluating Secondary and Post Secondary Intervention Programs

Planned Variations Vol. VI: Index of Existing Components

State Planning for the Disadvantaged

The Five E's of Consortium Effectiveness

Developmental vs. Regular Communications Students

Research and Remedial/Developmental Programs: New Directions

Conference Procedures: Ohio Developmental Educational Conference

Remedial Reading Students' Inductory College Course Grades

Evaluation: The Effectiveness of Post Secondary Opportunity Programs for the Disadvantaged

Assessment of Entering Students Writing Skills in the Community College

Empire State College Coordinating Center: Writing Skills.

TESTS

LOCATION - Room 2231
SPECIAL SERVICES OFFICE

TESTS:

American School Test A

Anchor Test Study

Barrett-Ryan-Schrammel English Test

Basic Study Skills Systems
- A. Math
- B. Reading
- C. Spelling
- D. Study Skills Test
- E. Writing

Botel Reading Inventory

Brown-Carlen Comprehension Test

California Reading Test Form W

California Phonics Survey

Carver-Darby Chunked Reading Test (Manual)

CELT Vocabulary Form VA (Memo)

Comprehensive Test of Basic Skills

Davis Reading Test and Key

Descriptive Tests of Language Skills of The College Board

Doren Diagnostic Reading Test of Word Recognition

Drier Instant Word Recognition Test
Drier Individual Phonics Criteria Test

Edwards Personal Preference Schedule

Estimation of Reading Skills via The American College Test

Examining For Aphasia

Expressional Fluency Exam

Gates-McGinitie Scoring Templates for IBM 805 Answer Sheet

Gates-MacGinitie - Levels A - F

Gray Oral Reading Test - Forms A, C

How to Study (SRA)

Iowa Silent Reading Test (Form CM, DM)

Spat - Form A

Metropolitan Achievement Tests Series - Elementary Battery
Intermediate Battery
Advanced Battery

Minnesota Multiphasic Personality Inventory

Nelson-Denny Reading Test - (Forms A, B, C)

O'Donnell Informal Assessment .

Practice and Exercises and Locater Test

Readability Books - Jr. and Senior High School Students

Reading Placement Test

Sixteen Personality Factor Questionnaire

Spache Diagnostic Reading Scale

SRA Writing Skills

Stanford Achievement Test - Academic Skills

Study Skills Test (Spitzer - Form AM)

Tests for Adult Education - Form 1 - Level D, E, M

Test Service Bulletin

Using American College Testing Program on Campus (ACT)

Using and Interpreting Scores on the Comparative Guidance and Placement Program

Wide Range Achievement Test

Written English Expression Placement Test

Zip Scale for Determining Reading Level
(Jr. and Senior High School Students)

APPENDIX E

NAME _____ SECTION _____ TERM _____

Communication Skills Contract CS 011

A. Students will master the following word usage skills at specified level: (10 points)

_____ 1. Decoding

_____ 2. Ability to use printed and cursive writing

_____ 3. Increase of sight word vocabulary

_____ 4. Dictionary skills:

_____ Alphabetizing

_____ Word Location (guide words)

_____ Syllabication for correct writing

B. Students will master the following sentence skills at specified level: (10 points)

_____ 1. Ability to read short sentences composed of sight word vocabulary

_____ 2. Ability to write short sentences composed of sight word vocabulary

_____ 3. Learning importance of rewriting sentences

_____ 4. Correct use of capitalization

_____ 5. Correct use of end-punctuation

C. Students will master the following skills with longer selections at specified level: (10 points)

_____ 1. Correct paragraph form

_____ 2. Familiarization with process of writing through the use of free-writing exercises and controlled composition

_____ 3. Reading complete selections at appropriate levels of difficulty

_____ 4. Writing complete passages at appropriate levels of difficulty

_____ 5. Ability to locate specific information in a passage

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NAME _____ SECTION _____ TERM _____

Communication Skills Contract CS 012

A. Students will master the following word usage skills at specified level: (10 points)

_____ 1. Defining vocabulary through context

_____ 2. Defining vocabulary through the use of structural analysis

_____ 3. Using the dictionary

_____ 4. Learning basic spelling rules.

B. Students will master the following sentence skills at specified level: (10 points)

_____ 1. Understanding and paraphrasing sentence ideas from readings

_____ 2. Paraphrasing sentences in writing

_____ 3. Recognizing relationships in reading

_____ 4. Using techniques of transition and connection that unify writing

_____ 5. Writing clear and complete sentences

C. Students will master the following paragraph skills at specified level: (10 points)

_____ 1. Recognizing basic paragraph patterns

_____ 2. Writing unified paragraphs following basic paragraph patterns

_____ 3. Identifying elements of a paragraph

_____ 4. Writing well-constructed paragraphs with topic, main idea and supporting details

D. Students will master the following skills with longer selections: (10 points)

_____ 1. Understanding written directions

_____ 2. Distinguishing between fact and opinion

_____ 3. Locating specific information in a passage

_____ 4. Drawing conclusions and making inferences based on reading selections.

_____ 5. Writing a multi-paragraph theme including, introduction, main idea and conclusion paragraphs

_____ 6. Reading longer selections with increased speed and accuracy

_____ 7. Summarizing written selections.

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NAME _____ SECTION _____ TERM _____

Communication Skills Contract CS 013

A. Students will master the following word usage skills at specified level: (10 points)

_____ 1. Defining vocabulary through context

_____ 2. Defining new vocabulary through the use of structural analysis

_____ 3. Using the dictionary

_____ 4. Learning basic spelling rules

B. Students will master the following sentence skills at specified level: (10 points)

_____ 1. Understanding and paraphrasing sentence ideas from readings

_____ 2. Paraphrasing sentences in writing

_____ 3. Recognizing relationships in reading

_____ 4. Using techniques of transition and connection that unify writing

_____ 5. Writing clear and complete sentences

C. Students will master the following paragraph skills at specified level: (10 points)

_____ 1. Recognizing basic paragraph patterns

_____ 2. Writing unified paragraphs following basic paragraph patterns

_____ 3. Identifying elements of a paragraph

_____ 4. Writing well constructed paragraphs including topic, main idea and supporting details

D. Students will master the following skills with longer selections at specified level: (10 points)

_____ 1. Understanding written directions

_____ 2. Distinguishing facts from opinion

_____ 3. Locating specific information in a passage

_____ 4. Drawing conclusions and making inferences based on reading selections

_____ 5. Writing multi-paragraph themes (including introductory, body, and concluding paragraphs)

_____ 6. Reading longer selections with increased speed and accuracy

_____ 7. Summarizing written selections

_____ 8. Applying basic techniques of interpretation to literature

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NAME _____ SECTION _____ TERM _____

Communication Skills Contract CS 014

A. Students will master the following word usage skills at specified level: (10 points)

_____ 1. Defining vocabulary through context

_____ 2. Defining new vocabulary through the use of structural analysis

_____ 3. Using the dictionary

_____ 4. Learning basic spelling rules

B. Students will master the following sentence skills at specified level: (10 points)

_____ 1. Understanding and paraphrasing sentence ideas from readings

_____ 2. Paraphrasing sentences in writing

_____ 3. Recognizing relationships in reading

_____ 4. Using techniques of transition and connection that unify writing

_____ 5. Writing clear and complete sentences

C. Students will master the following paragraph skills at specified level: (10 points)

_____ 1. Recognizing basic paragraph patterns

_____ 2. Writing unified paragraphs following basic paragraph patterns

_____ 3. Identifying elements of a paragraph

_____ 4. Writing well constructed paragraphs including topic, main idea and supporting details

D. Students will master the following skills with longer selections at specified level: (10 points)

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_____ 1. Understanding written directions

_____ 2. Distinguishing facts from opinion

_____ 3. Locating specific information in a passage

_____ 4. Drawing conclusions and making inferences based on reading selections

_____ 5. Writing multi-paragraph themes (including introductory, body and concluding paragraphs)

_____ 6. Reading longer selections with increased speed and accuracy

_____ 7. Summarizing written selections

_____ 8. Applying basic techniques of interpretation to literature

APPENDIX F

DIRECTIONS: For this test you will need the test booklet, a test answer sheet, scratch paper, and a pencil. Work the problems on scratch paper and choose the right answer from the four choices. Then mark the letter of the correct answer on the answer sheet.

1. In which one of the numbers below are the place values named correctly?

a.

ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens	units
8	2,6	4	3,1		2		0

b.

hundred millions	ten millions	millions	hundred thousands	ten thousands	thousands	hundreds	tens
8	2,6	4	3,1			2	0

c.

units	tens	hundreds	thousands	ten thousands	hundred thousands	millions	ten millions
8	2,6	4	3,1			2	0

d.

tens	units	hundreds	tens	units	hundreds	tens	units
8	2,6	4	3,1			2	

GO ON TO THE NEXR PAGE

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8. $147\overline{)86,253}$

a. 487 R 111 b. 586 R 11 c. 587 d. 586 R 111

9. Clay Ceramics sold 47 of its most popular clay pot. If they receive $140.06 for these pots, how much did they sell each pot for?

a. $29.80 b. $2.98 c. $0.298 d. $2.92

10. Which set of factors below are the prime factors for 52?

a. 52x1 b. 2x2x13 c. 2x3x7 d. 4x13

11. Find the least common multiple of 14 and 21.

a. 294 b. 42 c. 21 d. 28

12. Find an equivalent fraction for $\frac{3}{8}$.

a. $\frac{3}{4}$ b. $\frac{15}{24}$ c. $\frac{6}{16}$ d. $\frac{9}{32}$

13. Reduce $\frac{20}{28}$ to lowest terms.

a. $\frac{20}{28}$ b. $\frac{10}{14}$ c. $\frac{4}{7}$ d. $\frac{5}{7}$

14. Add. Choose the correct sum in lowest terms.

$\frac{3}{5} + \frac{7}{8} =$

a. $\frac{10}{13}$ b. $1\frac{9}{40}$ c. $\frac{10}{40}$ d. $1\frac{19}{40}$

GO ON TO THE NEXT PAGE

22. $\frac{4}{3} \div \frac{6}{5} =$

a. $\frac{15}{24}$ b. $1\frac{1}{18}$ c. $1\frac{1}{9}$ d. $1\frac{9}{15}$

23. $2\frac{1}{2} \div 1\frac{1}{3} =$.

a. $1\frac{7}{8}$ b. $\frac{7}{8}$ c. $\frac{8}{15}$ d. $3\frac{1}{3}$

24. The correct way to write 15.071 as a mixed number is

a. 17.105 b. 15 + .071 c. $15\frac{71}{106}$ d. $15\frac{71}{1000}$

25. Rounded to the nearest hundredth, 13.078 is

a. 13.1 b. 13.7 c. 13.078 d. 13.08

26. A computer calculates interest to be $17.8753. Rounding to the nearest cent, what will the interest be?

a. $17.875 b. $17.88 c. $17.87 d. $17.00

27. 23.6 + 4.175 =

a. 27.675 b. 7.0757 c. 27.775 d. 4.411

28. 5.708 - 2.01 =

a. 3.698 b. 7.718 c. 5.507 d. 3.698

GO ON TO THE NEXT PAGE

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35. What is 42% of 63?

a. 1.5 b. 26.46 c. 2,640 d. $.66\frac{2}{3}$

36. What percent of 84 is 252?

a. 33% b. $\frac{1}{3}$% c. 3% d. 300%

37. 42 is 16% of what?

a. 6.72 b. .380 c. 26.25 d. 262.5

38. The correct way to write $12\frac{2}{5}$% as a decimal is

a. 12.2 b. 1.24 c. .124 d. 12.40

39. Written as a percent, 2.71 is

a. .27 b. 27.1% c. 271% d. 27%

40. Written as a percent, $\frac{3}{4}$ is

a. 34% b. 750% c. 133% d. 75%

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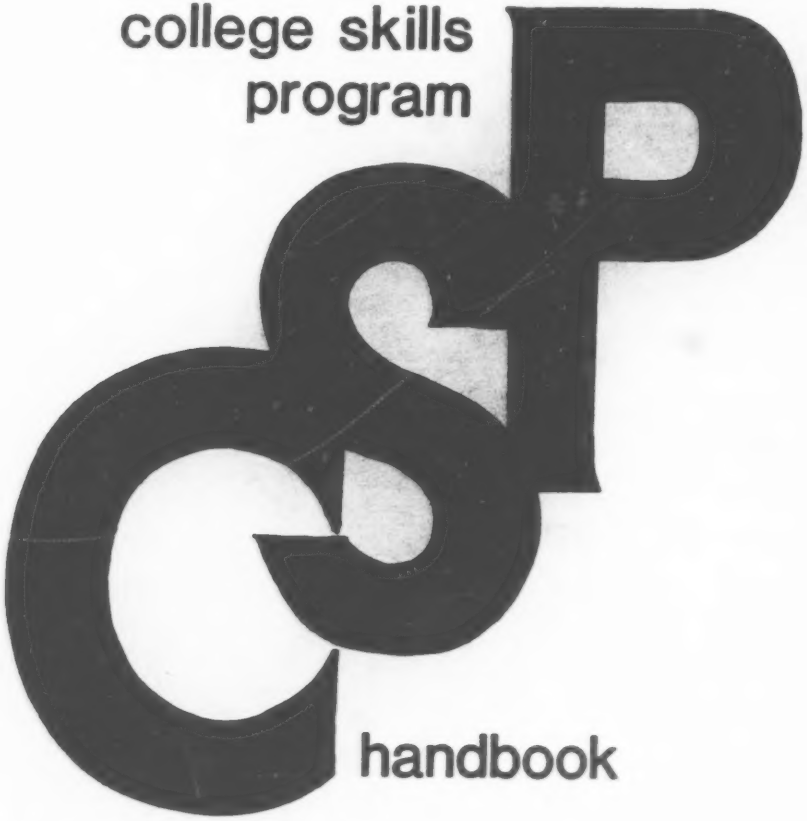
APPENDIX G

college skills
program



handbook

rockland community college
state university of new york

NOTES

WELCOME TO COLLEGE SKILLS!

This handbook will help you answer some questions you may have about the Program. Students' comments appear in italic print throughout the handbook. Funding for the handbook was made available by the Special Services Project at Rockland Community College. We want to especially thank those persons who contributed to the preparation of the handbook. Logo was provided by Robin Mills, Teaching Assistant in the College Skills Program, and photographs were taken by Robert Quarg, a College Skills Program graduate. Format and design were completed by Jane Gaines and Gale Schembri.

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Purpose and Organization of College Skills Program	2.
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"Who's Who" in the College Skills Program	9.
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PURPOSE AND ORGANIZATION OF COLLEGE SKILLS PROGRAM

What is the College Skills Program?

The College Skills Program enables you to develop the skills necessary to succeed in college. Students plan programs to meet their individual needs in reading, writing, mathematics and study skills. Counseling is also included to help students make meaningful educational and career choices.

Who are the students in the College Skills Program?

The College Skills Program provides services for all students at Rockland Community College. Some students may enroll in College Skills courses as a preparation for other courses. Students may be assigned to the Program on a non-credit basis but they can move into courses which are credit-bearing when an appropriate academic level is achieved.

Some students, especially those who enter college after a lengthy absence from formal education, enroll in the College Skills Program to refresh their reading, writing or mathematics skills prior to enrolling in credit courses.

Students enrolled in other departments of the college may be assigned by their instructors to follow a program of study to supplement various courses. Communication and Mathematics Reinforcement Modules are offered through the College Skills Program in the College Learning Center.

"The College Skills Program was very helpful. It helped me to increase my reading comprehension and to write better."

ENROLLING IN THE COLLEGE SKILLS PROGRAM – ASSESSMENT AND COUNSELING

How do I know which courses to take?

In anticipation of each new semester, all students in the College Skills Program are asked to participate in Needs Assessment to take placement exams. These tests help to place you in the Communication Skills sections and Communication Modules which will best enable you to improve your skills.

Students then meet with an instructor who can discuss test results and help identify an appropriate direction in the Program. A counselor will assist each student in planning a specific program and answer any questions the student may have.

Is Financial Aid available?

Financial Aid is available. Students may contact the Financial Aid office of the college to determine eligibility for various grants.

COURSES OFFERED IN THE COLLEGE SKILLS PROGRAM

What courses are offered in the College Skills Program?

Students may enroll on a full-time or part-time basis in the College Skills Program. Non-credit courses include:

1) Communication Skills — provides instruction and practice in reading, writing and study skills. Learning takes place in both classroom and laboratory settings.

2) Communication Skills Reinforcement — students work on an individualized program covering needs as they are diagnosed and prescribed by the Communication Skills Instructor.

3) Discovering the Community College — allows students to focus on their role in the learning experience at Rockland Community College.

4) Understanding Human Behavior — examines various life situations and problems and introduces students to basic psychological concepts and terminology.

5) Mathematics Skills — helps students to develop mathematical reasoning and learn basic operations of arithmetic. This class takes place in the college's Learning Center and utilizes a multi-media system.

6) Mathematics Skills Reinforcement — students work on an individualized program covering needs as they are diagnosed and prescribed by the Mathematics Skills Instructor.

7) Efficient Reading and Study Improvement — emphasizes reading strategies for different purposes and study techniques for success in college.

Can I take any courses for credit?

Along with non-credit College Skills courses, students are enrolled in one-credit Psychology modules that will help them to develop coping skills and to make career decisions as well as accumulate college credit.

In addition, students can take other credit courses when an appropriate academic level is achieved. Counselors will assist students in the selection of courses.

"In College Skills you are part of a 'family.' There is a wonderful feeling of belonging."

SERVICES PROVIDED IN THE COLLEGE SKILLS PROGRAM

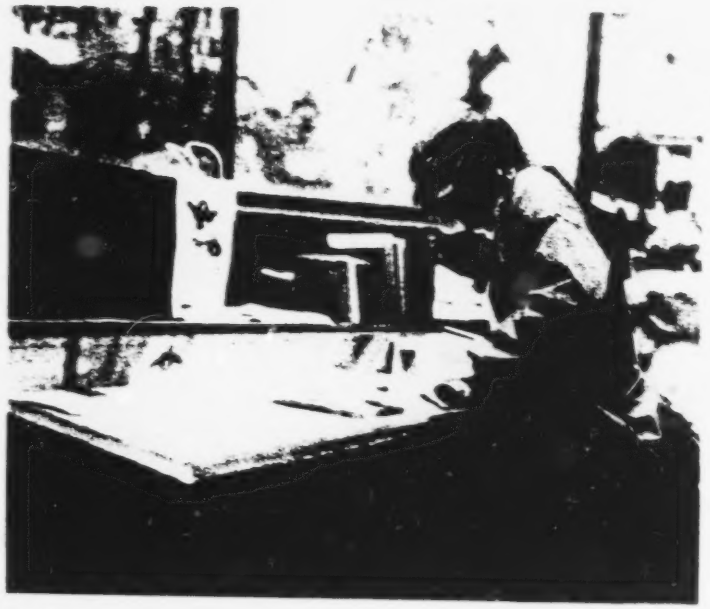
What else happens in the College Skills Program?

Counseling

Counselors are available to help students with academic, vocational and personal issues. Students can see counselors on a drop-in or appointment basis. These same counselors will help advise students into classes each semester.

Field Trips

During each semester students take a field trip in and around the New York Metropolitan area. On past trips, students visited Broadway and off-Broadway plays, baseball games, Indian Point Nuclear Power Plant, the New York Times, The Alvin Ailey Dance Company, the Hispanic Society, the Metropolitan Museum of Art, the Museum of Natural History, the Museum of the American Indian and the New York Experience.



Festival

The College Skills Program also holds an Annual Spring Festival. This event allows students to express their creative talents and abilities in singing, food preparation, the playing of musical instruments, reciting poetry, performing scenes from dramatic works and dancing.

Career Day

Each year a Career Forum is held in which resource persons representing various careers speak to students in the College Skills Program. The sessions offer students an opportunity to question the experts about the types of career opportunities that are available in Rockland County and the surrounding area, the formal training that is necessary for various careers and the salaries and benefits provided.

How do I complete the program?

Satisfactory completion of the courses in the College Skills Program requires that students master the objectives of the courses. Plans for satisfactory completion of the objectives and the means by which the plans will be evaluated are stated in written contracts prepared by the students and their instructors. Satisfactory completion of the Program requires reading, writing and mathematics competency necessary for freshman level college courses.

The following grading system is used in the Program:

P = Pass all requirements for College Skills Program. Entry into college mainstream

S = Satisfactory progress (completion of objectives) in College Skills (CS) courses and modules. Eligible to move to next level of courses within the College Skills Program

U = Unsatisfactory progress in College Skills (CS) courses and modules. Must repeat course before moving to the next level of courses within the College Skills Program

"College Skills gave me a second chance to get on with my education."

"The College Skills staff was interested in me personally. They taught me what I needed to know to get into a career program."

COLLEGE SKILLS PROGRAM LOCATIONS

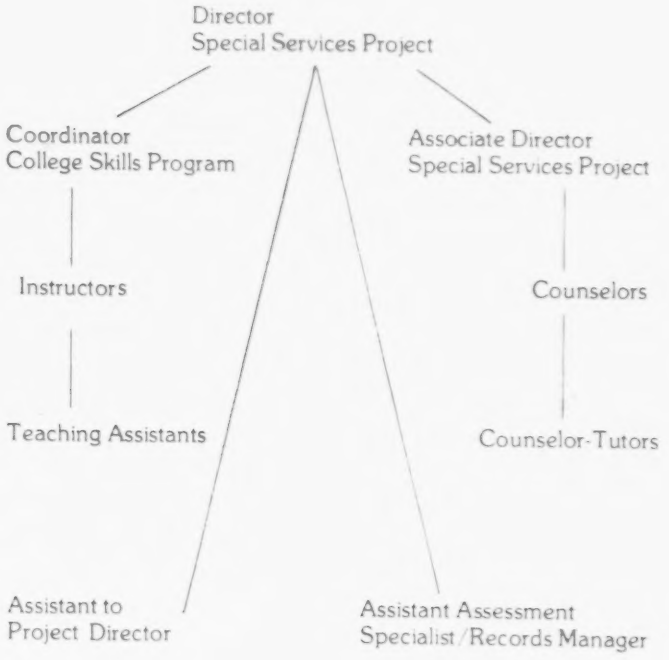
Where is the College Skills Program Offered?

The College Skills Program is offered at the Main Campus in Suffern and at the Rockland Community College Local Learning Center in Spring Valley. The Program may also be offered at other local learning centers in Rockland County.

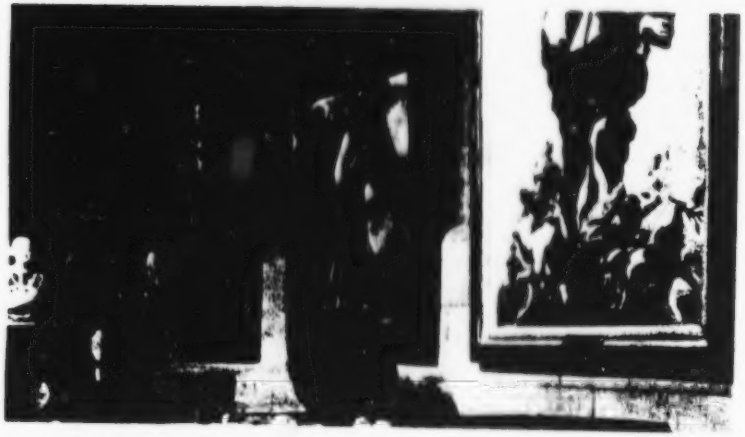
Specific information regarding College Skills Program schedules is available in Room 2233 of the Academic II Building on Main Campus or by telephone: 356-4650 Ext. 346.

WHO'S WHO IN THE COLLEGE SKILLS PROGRAM

There may be additional questions you have regarding the College Skills Program. These people are available to assist you.



The Special Services Project provides additional monies for counseling, instructional and administrative services in the College Skills Program.



"I am happy that I started my college career with College Skills. It was a great boost and gave me the motivation I needed to achieve my goals."

"The teachers in College Skills really cared and worked with you. They wanted to get you out of the Program and into regular college courses."

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NOTES

The handbook reflects the College Skills Program as of September, 1981. Changes and revisions will be effected when necessary.

APPENDIX H

ROCKLAND COMMUNITY COLLEGE

Office of Institutional Research Date: May 5, 1981

TO: Maggie Martin
Elaine Padilla
FROM: Jamie Sidgmore

Thank you for allowing me the opportunity to share in the 1981 College Skills Festival. The food was delicious, the fashion show chic, the singing, clarinet and D.J. entertaining, and the exhibits were excellent. Most important, however, was the sense of community and involvement demonstrated by the students.

It was obvious that faculty and students worked together to make this a successful venture.

Once again thank you for the experience.

JS:cp

1981

11 - 12	Music (Dave Peterkin) Snacks Dancing
12 - 12:20	Dance Demonstrations (Elaine Padilla)
12:20 - 12:25	Part I of Fashion Show (Joanne Hess)
12:25 - 12:30	Laura Merber on Clarinet playing "It's a Small World"
12:30 - 12:50	Gospel Singing Group (David Navordney)
12:50 - 1:00	Part II of the Fashion Show (Joanne Hess)
1:00 - 3:00	Live Band Music
1 -	Food is available Music Dancing

Also: The paintings, prints and crafts of Bassam Maber and Cindy Port are on display on the 2nd floor just outside as well as inside the library. Some of the items are available for purchase.

ROCKLAND COMMUNITY COLLEGE | 145 College Road, Suffern, New York 10901 | 914 EL 6-4650
Special Services Project | Room 2231 | Extention 346

TO: ALL FACULTY AND STAFF

FROM: College Skills and Special Services Project

RE: Spring Festival - 1981

Date: April 2, 1981

The faculty and students of the Special Services Project and College Skills Department invite you to join us at our Spring Festival . . . . . .

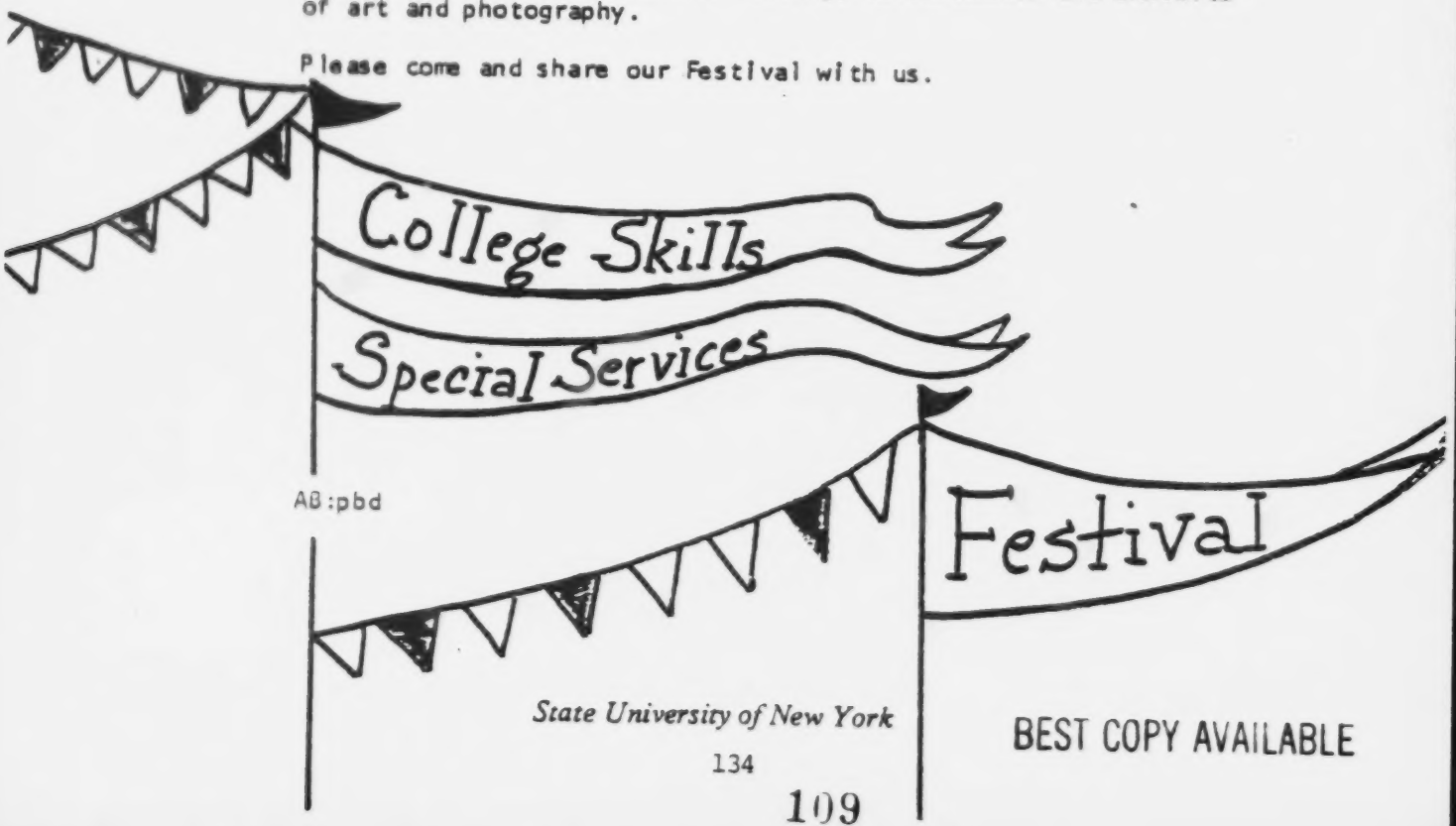
DATE: May 5, 1981

TIME: 10:00 A.M to 3 P.M

PLACE: Room # 310$ - Student Union Bldg.

There will be entertainment, dancing, refreshments and exhibits of art and photography.

Please come and share our Festival with us.



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Festival

THE 1980-81 College Skills Cookbook

Written and Produced by College Skills Students

Rockland Community College

BY Bassam I. Naber

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Welcome to the 1981 College Skills Spring Festival.

The words "festival" and "feast" have the same Latin root, festus, meaning joyous. And it is certainly true that in virtually every society on Earth, sharing food is the hallmark of celebrations, from the simplest everyday family dinners to the most sacred rites.

Examples of this abound in history and religion. Christmas and Easter are marked by special meals, and during Lent, when many people give up something they enjoy the rest of the year, certain types of foods are the most common sacrifice. In Judaism, there exists a ritual meal, the Passover Seder, during which specific foods take on historical symbolism. One the our most cherished national holidays is Thanksgiving, which recreates a feast shared in friendship and peace by the Pilgrims and Native Americans in 1621.

Food is present at all significant moments in a person's life, from birth to death. We eat at wakes, weddings and bar mitzvahs, at welcomings and farewells. Business is conducted, relationships are begun, and history is made over food and drink. "Wining and dining" have traditionally been used to help put people at their ease and to encourage their cooperation in important matters.

It is in this spirit of hospitality that we offer these recipes which have been meaningful to us in our own lives. We hope they add to your joy and happiness. Bon appetit!

David Nadvorney
and the students of:
CS064 AA1, AA3, MK1, MO1

Special thanks must go to Pat Diamond, who has the magical ability to accomplish the seemingly impossible.

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SHRIMP DIP

Contributed by Gerri Rosen

2 7-ounce cans shrimp, crumbled into small pieces
1 8 ounce package cream cheese, at room temperature
1 cup mayonnaise
1 small onion, chopped very fine.
Worcestershire sauce to taste
dash chili powder, for color

1. Mix all ingredients except Worcestershire sauce and chili powder until well blended.

2. Add remaining ingredients to taste.

3. Refrigerate at least one hour, and then serve on crackers or toast points.

*

FRIED PLANTAINS (Jamaica)

contributed by Eugenia Nicolas

6 large very green plantains
1-1½ cups oil for frying
salt to taste

1. In heavy skillet or frying pan, heat oil to a depth of about 1½ inches.

2. Peel the plantains and cut them cross-wise into one inch sections.

3. Add them to the oil and fry for about 5 minutes, or until they are just beginning to turn golden.

4. Remove from oil and drain on paper towels.

5. Place sections between sheets of brown paper and flatten slightly with the palm of your hand.

6. Return to the oil and continue frying until brown. Sprinkle with salt and serve hot.

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PICADILLO (Cuba)

contributed by David Nadvorney

¼ cup oil
1 large onion
1 large green pepper
1 clove garlic
1¼ lbs. ground beef
¼ cup capers
½ cup tomato sauce
¼ cup dry white wine
1 potato, diced very fine
salt
pepper

1. Chop the onion, green pepper and garlic very fine and saute in a little of the oil. Add the ground beef and cook, stirring, until all the meat is browned and cooked.

2. Add the rest of the ingredients, except the potato, and let it cook over medium heat about twenty minutes.

3. While the meat is cooking, heat a small amount of oil in another frying pan. When the oil is hot add the potato and cook until very crisp. Drain.

4. Add the potato to the meat and stir.

5. Serve over rice.

Serves 4

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POTATO SALAD

contributed by Brenda Jernigan

8 large white potatoes
1 medium onion
3 hard boiled eggs
1 small jar sweet mixed pickles (with juice)
yellow mustard
¼ cup mayonnaise
salt and pepper
paprika

1. Wash potatoes in cold water. Dice into pieces about 1½ inches square. Place in large pot and cover with cold salted water. Bring to boil and let simmer until potatoes are tender but not soft.

2. Dice two of the eggs into pieces the same size as the potato and slice the remaining one. Set aside. Chop the pickles and onion into small pieces.

3. When potatoesare done, drain and let cool slightly. While they are cooling, mix the rest of the ingredients (except the eggs), including 4 tbs. of the pickle juice, in a large serving bowl. Taste and correct for seasoning.

4. Add chopped eggs and potatoes and stir just enough to mix all ingredients well. Do not over-mix. Garnish with sliced egg and refrigerate at least two hours.Decorate with paprika.

Serves 6 as a side dish.

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FRIED RICE

contributed by Rosetta Lee

This is a wonderful way to use up leftover rice. In fact, the recipe comes out much better if the rice used has been cooked and refrigerated at least overnight

3 cups cooked white rice.
1 large onion
2 eggs, beaten
soy sauce
dark sesame oil (if available)
plain cooking oil

1. In a small amount of plain oil, saute onion until it is transparent. Set aside.

2. Scramble eggs lightly.

3. Heat sesame oil (or other, if sesame is not available) and cook rice in small batches, adding more as previous amount softens and separates. Add onion and eggs and mix.

4. Add soy sauce to taste

Serves six as side dish.

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CARROT CAKE

contributed by Eloise Evans

3 cups grated carrots
1½ cup oil
2 tbs. baking powder
1 tsp. baking soda
2 cups sugar
3 eggs
2 cups flour
1 cup raisins
1 tsp. cinnamon
1 tsp. vanilla
1 tsp. salt
½ cup walnuts

1. Preheat oven to 325.

2. Mix oil, salt, baking powder, baking soda, vanilla and cinnamon in large mixing bowl.

3. Beat eggs, and add. Continue stirring and add sugar, flour, carrots, raisins and nuts. Blend very well.

4. Grease a cake pan with oil and a little flour and pour in batter. Bake 1 hour.

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KOFFTA

contributed by Bassam Maber

1 lb. ground beef
1 cup parsley
1 medium onion
1 tbs. cinnamon
3 tomatoes, sliced
salt
pepper

1. Mix all ingredients except tomatoes.

2. Place in shallow baking dish. and cover with tomato slices.

3. Bake in preheated 350° 30-40 minutes.

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COLLARD GREENS

contributed by Mildred Foster

3 lbs. collard greens
1½ lbs. fat back
1 tbs. salt
1 tsp. sugar
1 tbs. freshly ground pepper

1. In large saucepan, fry fat back until all grease has melted. Add 2 cups water and let boil half hour.

2. While this is boiling, wash collard green leaves until water runs clear. Dice and add to pot with fat back.

3. Add the rest of the ingredients and cook covered 3 hours or until tender. Serve hot.

Serves 6. Delicious when served with hot corn bread.

PINTO BEANS AND NECK BONES

contributed by Saundra Lanier

1 lb. package pinto beans
4 smoked neck bones of pork
1 medium onion, chopped
salt
pepper

1. Wash the beans and pick over carefully for stones. Soak in cold water for three hours.

2. Wash the neck bones.

3. Drain the beans and add fresh water. Add neck bones, onions, and salt and pepper. Bring to boil and let simmer, covered, 4 hours. Correct seasoning.

4. Serve with rice.

Serves 4.

ARROZ CON POLLO (Chicken and Rice)

contributed by Lisa Carraba

2 frying chickens
3 cloves garlic
1 can beer
1 cup dry white wine
½ cup oil
1 large green pepper
1 small can tomato sauce
2 jars pimentos
1 can young peas
1 can asparagus spears
2 tbs. salt
½ tsp. pepper
1 bay leaf
2 cups chicken broth
4 cups rice
Saffron
¼ tsp. oregano
¼ tsp. cumin

1. Cut chicken into serving pieces and brown in olive oil. Remove chicken to very large sauce pan and discard fat.

2. Chop garlic, onion and green pepper very fine and saute in olive oil until onion is transparent. Add tomato sauce and cook for several minutes. Add to chicken in pan.

3. Add beer, wine, oregano, cumin and saffron. Add salt, pepper and chicken broth, and cook covered about 20 minutes. Mix occasionally, to make sure all the chicken is cooked in the liquid.

4. Add rice and stir very well. Cover and cook on a very low flame until liquid is absorbed. Add peas and stir.

5. Garnish with pimentos and asparagus. Serve with tostones and sliced avocados.

Serves 6.

EASY LEMON SPONGE PIE

contributed by Adrienne Artis

1 cup sugar
1 tbs. flour
1 cup milk
1 tsp. grated lemon rind
2 tsp. lemon juice
1 large egg, separated
2 tbs. melted butter
pinch salt
1 uncooked 9" pie shell

1. Preheat oven to 350.

2. Place egg white in small mixing bowl and beat until it forms stiff peaks.

3. Place egg yolk in mixing bowl and beat. Add the rest of the ingredients and mix well. Fold in egg white gently.

4. Pour into pie shell. Bake 34-40 minutes, or until crust is light brown. Cool 15 minutes before cutting.

TEXAS HOT DOGS

contributed by Eloise Evans

For spice lovers!

1 clove garlic
½ cup chopped onions
2 tbs. chopped green chili peppers
salt
pepper
hot dogs

1. In frying pan, melt butter and saute garlic and onions until onions are transparent.

2. Add chili peppers and salt and pepper to taste.

3. Pour over hot dogs.

Serve with plenty of iced tea and potato salad.

CORN BREAD (American South)

contributed by William Bullock

1 cup yellow corn meal
1 cup flour
1 tsp. sugar
½ tsp. salt
4 tsp. baking powder
1 egg
1 cup milk
¼ cup melted lard or shortening

1. Preheat oven to 425.

2. Sift corn meal, flour, sugar, salt and baking powder into mixing bowl. Add egg, milk, lard and stir with a wooden spoon until blended. Don't overbeat.

3. Grease 8" square pan or iron skillet. Heat on top of stove and pour in batter. Bake 20-25 minutes.

Makes 8-10 servings.

APPENDIX I

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR SEMINAR _____

Section No. - Course No

This agreement is between ROCKLAND COMMUNITY COLLEGE, SUFFERN, NEW YORK,

_____, Counselor,
(name)

and _____, Student.
(name) (address)

IN ORDER TO EARN 1 CREDIT THE STUDENT AGREES TO:

1. attend scheduled meetings of PS . . One unexcused absence is permitted; Additional absences must be arranged with the Instructor.
2. arrive for the sessions on time and stay until the end of the period.
3. participate in the exercises, tests etc. planned by the Counselor.
4. (student's personal goal)

_____
STUDENT

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_____
COUNSELOR

_____
DATE

ROCKLAND COMMUNITY COLLEGE
Special Services Project
145 College Road. Suffern. New York 10901
Room 2231
914 EL 6-4650
Extention 346

APPENDIX J

TO: All College Skills and Special Services Staff

FROM: Bob Destefano

RE: Career Day - March 31, 1981

Date: March 25, 1981

The following career fields will be represented at our annual Career Day, March 31, 1981 from 10:00 a.m. to 1:00 p.m. in the open area outside Room 2231 in Academic II:

1. Occupational Therapy - Mrs. Ellen Spergel, Coordinator of Occupational Therapy Assistant Program Rockland Community College.
2. Sales/Management - Mr. Riley Borugli - Marketing Vice President, Heirloom Portraits
3. U. S. Marines - Staff Sgt. Edward Taylor
4. Police Work - Chief G. Hasbrouck, Suffern Police Department
5. Hotel/Motel Management - Mr. Soreide, General Manager Holiday Inn, Suffern, New York
6. Radio Broadcasting - Announcer from WRKL
7. Nursing - Mrs. Josephine McNulty R. N.
8. Dental Assistant/Technician - Mrs. Gerry Langsam, Coordinator of Dental Assistant Program at Rockland Community College
9. Lawyer - Dr. Steven Beiner
10. Social Work - Mrs. Ada Kwoh - Dept. of Social Services

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RDS:pbd

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
MAY 23 1986